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Author:

Woodfield, Helen P

Title:

Requests in English: a study of ESL and native speaker responses to written discourse completion tasks

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Requests in English: A study of ESL and native
speaker responses to written discourse completion
tasks.

Helen P. Woodfield

Appendix 1

Appendix 1A: DISCOURSE COMPLETION TASKS

Instructions: In the situations below you should respond in your role as yourself, a student. In situations D1 – D3, you should think about what the person would say to you in that situation.

A1 LIFT (1)

Your car has broken down and you would like someone to drive you home from the supermarket. There are no buses that go to your home. You see some other people who live in your street (who you do not know) standing near the exit. Ask them to drive you home.

You:
.....
.....

A2 DRAFT

You handed in a draft essay to a new, young lecturer who promised to return it 10 days ago. Your essay will now be late and you will miss the deadline for handing in. Ask for the return of the draft.

You:
.....
.....

A3 JOB

You are coming to the end of your studies and have seen an advertisement for a job that you are interested in. You would like some more information about the job. You phone the company secretary and ask her to send you the information.

You:
.....
.....

B1 RESTAURANT

You are in a small, local restaurant with a friend and the waiter has just brought you your meal. You realise that your knife and fork are missing from the table. Ask the waiter to bring them.

You:

.....
.....

B2 LIBRARY

You have decided to study in the public library for a change one Saturday morning. Some children behind you are making a noise. You can't see their parents. Ask them to be quiet.

You:

.....
.....

B3 ROOM

You have decided to allow another student to stay in your room for a small fee while you go home for the holiday. You do not know this student and have not met her before, but you have contacted her through a friend. As you show her the room, ask her to clean and tidy it before you return.

You:

.....
.....

Note: In situations C1 – C3 the lecturer has been teaching you in a small group for a year. She is in her early forties, and you have established a good working relationship.

C1 EXTENSION

You have been asked by your lecturer to give a seminar paper but you need more time. You go to see her to ask her for extra time to prepare your paper. Ask her for an extension.

You:
.....
.....

C2 BOOK

You realise you need an important book for your essay. The book is not available in the library. You know your lecturer has a copy of the book you need. Ask to borrow the book.

You:
.....
.....

C3 LIFT (2)

You have missed the last bus home and you know that your lecturer is going your way. Ask her if she can take you home.

You:
.....
.....

Note: In D1 – D3, you are asked to write what the person would say to you in the following situations. In each case, you have known the speaker for some time.

D1 HOUSE HELP

Your friend’s mother would like some help with some light house- work over the vacation. She is prepared to pay you for this. She asks you for help.

Friend’s mother:

.....
.....

D2 HOSPITAL

You are at home, looking after a friend’s child. An elderly neighbour has had a bad fall. She comes to your door and says she is badly hurt and wants you to take her to the local hospital. She asks you for help.

Elderly neighbour:

.....
.....

D3 POLICE

The local policewoman (who you have met and spoken to before) wants you to move your car to make space for a large van that is arriving soon to help the neighbours move house. She asks you to move your car.

Policewoman:

.....
.....

E1 NOTES

You missed a lecture yesterday and need to borrow a friend’s notes. Ask her for the notes.

You:
.....
.....

E2 KITCHEN

You share a kitchen with another student who has left it dirty and untidy from the night before. Ask her to clean it.

You:
.....
.....

E3 PARTY

Your room -mate is a good cook. You want her to prepare the food for your joint party. Ask her to prepare the food.

You:
.....
.....

F1 BUS

You get into the bus going home from college and only one seat is free. The seat is by the window and you would have to climb over the student to reach it. You have never met this student before. Ask her to move over so that you can take her seat.

You:
.....
.....

F2 MONEY

You are standing in the lunch queue by the cashier point at college and realise you have left your purse at home. Ask the student in front of your to lend you money for your lunch. You do not know this student.

You:
.....
.....

F3 MUSIC

The student in a nearby room in your student accommodation is playing loud music. You are trying to sleep. You go to her room and ask her to turn the music down. You do not know this student.

You:
.....
.....

Appendix 1B: Verbal Report Instructions

Each of the items below describes a situation in which you are asked to make a request.

In items A, B, C, and E you respond in your role as **student**.

In items D, you are asked to decide what the person would say to you in that situation.

Remember

Consider each situation carefully first.

Discuss with your partner what you would say – try to come to an agreement.

Take your time.

Write your final answer in the space provided.

Try to speak all your thoughts out loud as you are thinking even if these thoughts are in your first language.

If you would choose not to speak, say so and briefly give your reasons.

Example

BOOK

You need a particular book in the library and notice that another student who you do not know very well has the book you need. There is only one copy in the library. Ask the student if you can borrow the book for a few days.

You:.....
.....

Appendix 1C: Retrospective interview – questions.

1. Why did you say x?
2. What did you notice about the situation? What were you paying attention to?
3. What were you thinking of when you said X?
4. Were you satisfied with your answer? What were your alternatives? What else could you have said?
5. Which language were you thinking in?
6. Would you have said anything different in a similar situation in your own country?

Appendix 1D Practice Task

Example

BOOK

You need a particular book in the library and notice that another student who you do not know very well has the book you need. There is only one copy in the library. Ask the student if you can borrow the book for a few days.

You:.....
.....

Appendix 1E

Transcription Conventions

- (Single dash)	Pause of one second
-- (Two dashes)	Pause of two seconds
--- (Three dashes)	Pause of three seconds or more
↑	Increase in pitch
↓	Decrease in pitch
[]	Overlapping talk
R	Researcher
A/B	Participant
xxx	Unintelligible words

Appendix 1Fa: Background Questionnaire: ESL learners

Name.....

Local Address.....

Tel.no.....

E-mail.....

Field of Study/Subject area.....

Birthplace and date of birth.....

Native Language.....

Other languages that you know besides English, and level of ability (Beginner, Intermediate, Advanced)

Language.....Level.....

Language.....Level.....

Period of time in an English speaking country:

Name of country/countries	Months	Years
---------------------------	--------	-------

Use of English in the past and currently: indicate frequently, sometimes or rarely.

a) speaking English with English speakers

Past.....Currently.....

b) Reading in English: Magazines, literature, academic texts

Past.....Currently.....

c) Watching films in English without translation:

Past.....Currently.....

(Adapted from Cohen and Olshtain, 1993)

Please rate your proficiency in English as compared to native speakers:

	Excellent	Very good	Fair	Poor
Speaking				
Listening				
Reading				
Writing				

Have you taken an IELTS
test?.....Date.....Score.....

Any other English Proficiency tests taken? Date.....
Score.....

Name of test.....

Permission
The data collection will involve responding in writing to a questionnaire with another student. You will be asked to discuss your responses and this discussion will be audio-recorded. Your responses will remain anonymous in all phases of the study. The data collected will be available to you at any time. You are free to withdraw from the study at any point during the collection of the data. Your contribution will be acknowledged in any publications which result from the project.

Statement of Acceptance

I am willing to take part in this research project.

Signed.....

Appendix 1Fb: Background Questionnaire (English native speakers)

Name.....

Address.....

.....

Contact nos. Tel.....

E-mail.....

Field of Study (e.g.Linguistics)

Age Category: 25 – 30; 31 – 40; 41 – 50. (please tick)

Native Language

Other languages that you know and estimated level (Beginner, Intermediate, Advanced)

Language.....	Level
---------------	-------------

Language.....	Level
---------------	-------------

Permission

The data collection will involve responding in writing to a questionnaire with another student. You will be asked to discuss your responses and this discussion will be audio-recorded.

Your responses will remain anonymous in all phases of the study. The data collected will be available to you at any time. You are free to withdraw from the study at any point during the collection of the data. Your contribution will be acknowledged in any publications which result from the project.

Statement of Acceptance

I am willing to take part in this research project.

Signed.....

Appendix 1H Proportional correspondence for EN1

Proportional correspondence for EN1/A1 Lift: interrater reliability.

Researcher R/X	20	6	8	3	0	19	23	14	6P	10	2	21
20								3		2	1	
6		29							3			
8			3						1			2
3				2		3						
0					3	2						
19						20						
23						1						
14												
6P												
10												
2												
21												

Coder: R	Coder X	Frequency
20	20	0
20	14	3
6	6	29
6	6P	3
8	8	3
8	6P	1
8	21	2
3	3	2
3	19	3
0	19	2
19	19	20
23	19	1
		69

Frequency of corresponding codes with respect to all codes =
6 (29) + 8 (3) + 3 (2) + 19 (20) = 54

Proportional correspondence on EN1: A1 Lift = 55 divided by 69 = 79.71

Appendix 1H
Proportional correspondence for EN1/C2 Book: interrater reliability

Researcher R/X	0	10	6	3	6P	19	4	11	22	7	23	1	20	13
0	4													
10		1					6							
6		1	6		5									
3												5		
6P					3									
19						4								
4														
11				3										
22				3						3				
7														
23											1			
1														
20			1											
13						2								

Coder: R	Coder: X	Frequency
O	O	4
10	4	6
10	10	1
6	6	6
6	6P	5
6P	6P	3
6	10	1
3	1	5
19	19	4
11	3	3
22	3	3
22	7	3
23	23	1
20	6	1
13	19	2
		48

Frequency of corresponding codes with respect to all codes =
O (4) + 10 (1) + 6 (6) + 6P (3) + 19 (4) + 23 (1) = 19

Proportional correspondence on C2 Book = 19 divided by 48 = 0.39

Appendix 1H
Proportional correspondence for EN1/C2 Book (recode): interrater reliability.

Researcher R/X	0	10	6	3	6P	19	4	11	22	7	23	1	20	13	14	23
0	4															
10	2	1								4						
6			11													
3				2												
6P					7											
19	4					2										
4																
11												2				
22									4							
7																
23											1					
1																
20													2			
13									2							
14															2	
23																1

Coder R	Coder X	Frequency
0	0	4
10	10	1
6	6	11
3	3	2
6P	6P	7
19	19	2
22	22	4
23	23	1
20	20	2
14	14	2
23	23	1
19	0	4
10	0	2
10	7	4
11	1	2
13	22	2
		51

Frequency of corresponding codes with respect to all codes = 37

Proportional correspondence on EN1 C2 Book on recoding = 0.72

Appendix 1H
Proportional correspondence for EN1/D3 Police: interrater reliability.

Researcher R/X	0	6	1	13	4	2	6	16
0	3							
6		6						
1			8					
13			4	2				
4					9			
2						3		
6							7	
16								3

Coder R	Coder X	Frequency
0	0	3
6	6	6
1	1	8
13	1	4
4	4	9
2	2	3
6	6	7
16	16	3
		43

Total corresponding scores = 43 – 4 = 39.
 Proportional correspondence for EN1 D3 = 39 divided by 43 = **90.69%**

Appendix 1H
Proportional correspondence for EN1/E3 Party: interrater reliability.

Researcher R/X	0	6P	6	2	20
0	4				
6P		2			
6			12		
2				2	
20					3

Coder R	Coder X	Frequency
0	0	4
6P	6P	2
6	6	12
2	2	2
20	20	3
		23

Proportional correspondence on EN1/E3 Party = 100%

Appendix 2

Appendix 2A: Written responses to discourse completion tasks

Instructions: In the situations below you should respond in your role as yourself, a student. In situations D1 – D3 you should think about what the person would say to you in that situation.

A1 LIFT

Your car has broken down and you would like someone to drive you home from the supermarket. There are no buses that go to your home. You see some other people who live in your street (who you do not know) standing near the exit. Ask them to drive you home.

G1: *Excuse me, I reckon you live in the same street as me: my car has just broken down. Would you mind giving me a lift home?*

G2: *Hello, I have seen you before. I think we are living in the same street. My car is unfortunately broken. Would you mind to give me a lift? That would be great.*

G3: *Excuse me, my car has broken down and I have no possibility to come home as there are no buses going. Could you give me a lift to your place, because I live in the same street.*

J1: *Excuse me. Could you give me a lift because my car has broken down? I have seen you near my house.*

J2: *Excuse me, could you help me? My car is broken and there is no bus. If you could, I'd like you to take me to my house because I know you live in near my house.*

J3: *Excuse me, I'm living in St. George's Road. No. 38, and I have a problem with my car, it has broken down and there are no buses, so can I ask a favor to give me a lift?*

EN1: *Hi! You live in Bloggs Street, don't you? It's just that my car's broken down. Are you on your way home?*

EN2: *Excuse me, I don't know if you recognize me, but I know you live in x street opposite x. I live at no. 5 by the way. I was wondering if you could help me. My car won't start and I wonder if you'd mind giving me a lift. I'd be ever so grateful.*

EN3: *"Excuse me, don't you live in x street?". "I don't suppose you're going home are you or could drop me off please, as my car has broken down?".*

A2 DRAFT

Your handed in a draft essay to a new, young lecturer who promised to return it 10 days ago. Your final draft will now be late and you will miss the deadline for handing in. Ask for the return of your draft.

G1: Sorry, is it possible you forgot to return my draft essay? I will miss the deadline for the final draft already, so could you please return it to me?

G2: Hello Mr X, I gave you my draft essay and I need to correct it before I will miss the deadline. So could you please have a look at it as soon as possible? That would be grate.

G3: Have you already corrected my essay. I have to get it back soon, otherwise I will miss the deadline.

J1: Excuse me I think you have my draft now. Would you return it to me please?

J2: Can I have my essay back? I wish I've had it earlier.

J3: Excuse me, I handed you my draft essay 10 days ago but I don't think it has returned yet. The deadline is next week and I want to add some information to it so if it's possible, could you return it in a few days?

EN1: No request.

EN2: Hello (Mark) Do you remember that draft essay I handed in 3 weeks ago. You're probably very busy, but I'm afraid I really need to have it back 'cos the deadline's next week. Do you think I could have it back as soon as possible?

EN3: I wondered if you've had chance to look at my draft essay; sorry I know you're really busy, but the deadline is soon!

A3 JOB

You are coming to the end of your studies and have seen an advertisement for a job which you are interested in. You would like some more information about the job. You phone the company secretary and ask her to send you the information.

G1: Hello, this is xxx speaking: I saw your advertisement and would like some more information about the job on offer. Could you please send it to my address?

G2: Hello, this is A. speaking and I am a final year student of.. and will finish it in March. I've seen your advertisement for the job and it seems to be interesting. Could you please send me some information about your company.

G3: *I read your advertisement for the job. Could you send me some further information about it?*

J1: *Hello, I have seen your advertisement and I am interested in your company. Would you send me a broucher please?*

J2: *Hello, I saw your company's advertisement and I'm very interested in it. I would like to have more information about it.*

J3: *Hello, I saw the advertisement of job vacancy in your company and I'm interested in it so could you send me some information?*

EN1: *Good morning. I'm phoning about the job advertised in... Could you please send me some more information.*

EN2: *Hello/Good afternoon. I'm phoning about the teaching post I saw advertised in the G. and I was wondering if you could send me some information about it.*

EN3: *"Hello, I saw the advertisement in ...for the ...job/post. Could you send me some more information and an application form please".*

B1 RESTAURANT

You are in a small local restaurant with a friend and the waiter has just brought you your meal. You realise that your knife and fork are missing from the table. Ask the waiter to bring them.

G1: *Hello, could you please bring a knife and fork?*

G2: *Excuse me, you probably haven't seen that there is no knife and fork for me. Would you mind to bring them?*

G3: *Excuse me, could you bring me a knife and a fork, please?*

J1: *Can I have cutnerly please?*

J2: *Excuse me, could you give a knife and fork please?*

J3: *Excuse me, can I have knife and fork please?*

EN1: *Excuse me. Could I have a knife and fork, please?*

EN2: *Excuse me. I haven't got a knife and fork.*

EN3: *Excuse me, could I please have a knife and fork?*

B2 LIBRARY

You have decided to study in the public library for a change one Saturday morning. Some children behind you are making a noise. You can't see their parents. Ask them to be quiet.

G1: *Hey, could you please be quiet?*

G2: *Sorry, could you please be quiet! Here are several people who want to read a book in silence. So stop to shout around.*

G3: *Sorry, would you mind being a little bit more quiet?*

J1: *Be quiet!*

J2: *Sh....*

J3: *Hi, I'm studying here, so could you be quiet?*

EN1: *No request.*

EN2: *No request.*

EN3: *We're trying to read quietly. Could you perhaps try to whisper to each other? (whispering).*

B3 ROOM

You have decided to allow another student to stay in your room for a small fee while you go home for the holiday. You do not know this student and have not met her before. As you show her the room, ask her to clean and tidy it before you return.

G1: *Could you please make sure to clean and tidy the room before I return?*

G2: *So enjoy your time in my room. Feel comfortable. But if perhaps you could tidy up the bathroom or other used things at the end that would be nice of you.*

G3: *Please leave the room clean and tidy after the holidays.*

J1: *Could you clean and tidy my room before I return?*

J2: *You can use this room as you like, but please clean and tidy it before I return.*

J3: *When you leave here, just make it sure you take your things with you, please.*

EN1: *No request.*

EN2: *...(end of conversation).. "oh, and if you could clean up before you leave, that'd be great. OK?"*

EN3: *Before I'm back, I'd appreciate it if you could any cleaning and tidying. Thanks.*

Note: In situations C1 – C3 the lecturer has been teaching you in a small group for a year. She is in her early forties, and you have established a good working relationship.

C1 EXTENSION

You have been asked by your lecturer to give a seminar paper but you need more time. You go to see her to ask her for extra time to prepare your paper. Ask for an extension.

G1: *I'm really working hard but I won't be able to finish the paper in time. Could you please allow for an extension?*

G2: *I've got a lot work at the moment: would you mind if I will hand the paper in later?*

G3: *I'm sorry, I haven't finished my seminar paper yet. Is it possible to get some extra time?*

J1: *Could you give an extension for giving you a seminar paper because I had tried to finish but I couldn't.*

J2: *Excuse me but, I couldn't finish my paper yet. I need more time. Could I continue for a while?*

J3: *Excuse me, I've nearly finished my paper but I'm not satisfied with it, so if it's possible, can I have more time to complete it?*

EN1: *I've got a problem. I'm not going to be able to give the seminar paper on Tuesday. Could we make it the following week?*

EN2: *H., you know the seminar paper I'm supposed to be giving on the 29th – I'm having a bit of trouble getting it finished 'cos I've just started a new teaching job and I can't find the time to get the reading done at the moment. I was wondering if there's any chance of changing the date? Would that be OK?*

EN3: *I could do my seminar next...but I want to do a good job, so would it be possible to postpone it until..?.*

C2 BOOK

You realise you need an important book for your essay. The book is not available in the library. You know your lecturer has a copy of the book you need. Ask to borrow the book.

G1: I found the reference of a book which is important for my essay. Unfortunately it isn't available in the library. But I was told that you have a copy of it. Would you mind lending it to me?

G2: Unfortunately I couldn't get the book in the library, would you mind if I borrow it til tomorrow to make some copies that would be very helpful.

G3: I need some information from the book for my essay. Unfortunately it's not available in the library. I have learnt that you a copy of it. Would you mind lending it to me?

J1: I tried to find a book in the library but it wasn't available. Could you lend me your book please?

J2: Excuse me, I need a book, but the book was not available in the library, so could I borrow your book?

J3: Excuse me, I'm writing my essay and I found one book is essential for it but it isn't available in the library and I heard you have a copy so if it's possible, can I borrow it?

EN1: John, could I borrow your (name of author)?

EN2: A., sorry to bother you – I'm in the middle of the assignment on teacher education, and I've just found out that x isn't in the library. I think you said you had a copy. Would it be all right if I borrowed it for a couple of days?

EN3: I've had trouble getting hold of the book "... .." from the library. Would you mind if I borrowed it please?

C3 LIFT (2)

You have missed the last bus home and you know that your lecturer is going your way. Ask her if she can take you home.

G1: Aren't you going my way? Would you mind giving me a lift?

G2: No request.

G3: I have missed the last bus. Could you give me a lift home?

J1: *Would you mind giving a lift for me to my house?*

J2: *Excuse me, I need your help. I missed the last bus. Could you take me home.*

J3: *Excuse me, I missed the last bus home and I think my house is on your way, so if it's possible could you take me the station?*

EN1: *No request.*

EN2: *X, did you say you were going up to Clifton? Do you think you could give me a lift, 'cos I've realized I've just missed the last bus.*

EN3: *I'm sorry to bother you, but I've just missed my last bus home. Would it be possible to have a lift with you please?*

Note: In D1 – D3, you are asked to write what the person would say to you in the following situations. In each case, you have known the speaker for some time.

D1 HOUSE HELP

Your friend's mother would like some help with some light house-work over the vacation. She is prepared to pay you for this. She asks you for help.

G1: *Hey, xxx I could do with a helping hand in the house. Couldn't you come sometimes during your vacation?*

G2: *Do you need some at the moment? I've got an easy job for you. I've got some light house work over the vacation. What do you think?*

G3: *I need some help with the light house-work over the vacation. Are you interested – of course I will pay for it.*

J1: *Do you have any plans over the vacation? If you are free, can you help me in the house?*

J2: *Can you give me a favor? I would like you to help me. Can you do housework over your vacation. I'll pay you of course.*

J3: *Can I ask a favor? Could you help me to do some light house-work during the vacation, and I'll pay you of course.*

EN1: *How would you like to earn some money over the holidays? The house needs painting.*

EN2: *X, Y told me you might be looking for some extra work this Summer – you wouldn't be interested in helping me out with some housework, would you? I'd pay you the going rate of course.*

EN3: *"Have you any spare time over the vacation?". "Would you like to earn a bit of money and help me with my cleaning?".*

D2 HOSPITAL

You are at home looking after a friend's child. An elderly neighbour has had a bad fall. She comes to your door and says she is badly hurt and wants you to take her get to the local hospital. She asks you for help.

G1: *Oh dear, I just fell, could you help me to get to the hospital?*

G2: *I had a bad fall and I'm seriously hurt: could you please help me?*

G3: *Excuse me, I live next door. I'm injured and need to go to the hospital. Could you please take me there?*

J1: *I need to go to the hospital because I fallen. Could you bring me to there?*

J2: *Help me! I fell down. It's painful very much. Please take me to hospital.*

J3: *Excuse me, I fell down from the top of the stairs and I feel dizzy and called ambulance but it takes a few hours to come here, so could you take me to the hospital?*

EN1: *Oh (name)! I've hurt myself and I think I need to go to the hospital.*

EN2: *Could you help me? I've had a bit of a fall and my leg's really hurting. (I think I need a Doctor).*

EN3: *I'm sorry to bother you, but I've just fallen over. Could you run me up to the hospital please?.*

D3 POLICE

The local policewoman (whom you have met and spoken to before) wants you to move your car to make space for a large van that is arriving soon to help the neighbours move house. She asks you to move your car.

G1: *Hello, could you please move your car, love? We need some space for a removal van.*

G2: *How are you? Would it possible for you to move your car because the neighbours are moving house and we need more space for the van. Thanks!*

G3: *There is a large van arriving soon. Could you please remove your car?*

J1: *Could you move your car please? Because I need a space for a removal van.*

J2: *Excuse me, I want you to move your car because a large van is coming soon to help neighbour's moving house.*

J3: *Excuse me, could you move your car, because your neighbour will move and the large van is arriving soon to stop here.*

EN1: *(Greeting) Could you move your car please? A removal van needs to get in.*

EN2: *Excuse me, is this your car? I wonder if you'd mind moving it please? The people at number 10 are moving out and they're expecting a removal van. I'd be very grateful. Thanks.*

EN3: *Could you move your car please to make space for a removal van?.*

E1 NOTES

You missed a lecture yesterday and need to borrow a friend's notes. Ask her for the notes.

G1: *Did you go to the lecture yesterday? Could you please lend me your notes?*

G2: *Sorry, can I borrow your notes to copy it because yesterday there was a party and I couldn't get up.*

G3: *I've missed yesterday's lecture. May I borrow your notes to copy them?*

J1: *I missed a lecture yesterday. Can you lend me your notes?*

J2: *I want you to show your notebook.*

J3: *No request.*

EN1: *Could I copy your notes from TBLT yesterday?*

EN2: *X, were you at Ys lecture yesterday? Do you think I could borrow your notes? If I could just photocopy them that would be great.*

EN3: *Did I miss much at yesterday's lecture? Do you mind if I have a look at your notes please?*

E2 KITCHEN

You share a kitchen with another student who has left it dirty and untidy from the night before. Ask her to clean it.

G1: *Could you please clear your mess.*

G2: *Would you mind to clean the kitchen it's your turn!*

G3: *Please clean the kitchen!*

J1: *Why didn't you clean the kitchen before you left?*

J2: *You should clean it! Look around! It's too dirty and messy! Clean it up quickly!*

J3: 3 options: (i) *Can I put them to the sink?* (ii) *I want use them, so can I wash them?*
(iii) *Can I clear the table? I want to have lunch**

** = preferred option. See transcript of think-aloud.*

EN1: *No request.*

EN2: *Sorry to be a nuisance but I've got people coming round tonight and I really need to use the kitchen. Could you clean it up before you go out?*

EN3: *Do you want any help with cleaning up the kitchen?*

E3 PARTY

Your room-mate is a good cook. You want her to prepare the food for your joint party. Ask her to prepare the food.

G1: *As you are such a good cook, I suggest you prepare the food for the party and I will be your helping hand.*

G2: *Would you like to prepare a nice sushi for my party because nobody can make it better than you do! Of course I'll give you a hand.*

G3: *It's always so delicious when you cook. Would you mind preparing the food for our party – of course I will help you!.*

J1: *We are going to have a party. I know you cook very well. Don't you mind preparing the food.*

J2: *I know you're good cook, and I really love your dishes. So, please prepare for our party.*

J3: *Can I ask a favor? I really love your dish so could you cook something for my joint party?*

EN1: *Seeing as you're the cook, if you do the cooking, I'll clear up.*

EN2: *You know this party we're having, I'm really worried about the cooking and I think you'd be much better at it than I would. If I organize everything else and clear up afterwards is there any chance you could do the food? You're such a brilliant cook.*

EN3: *If I do A, B, and C for the party would you mind doing the cooking, because you know you're a better cook than I am!.*

F1 BUS

You get into the bus going home from college and only one seat is free. The seat is by the window and you would have to climb over the student to reach it. You have never met this student before. Ask her to move over so that you can take her seat.

G1: *Can I sit down here please?*

G2: *Sorry, is this seat next to you free?*

G3: *(Short drive) No request. (Long drive) Is this seat free? Could you please swap over?*

J1: *Can I have a room for me?*

J2: *Excuse me, could you move to next seat, please?*

J3: *Can I sit there?*

EN1: *Excuse me, can I get in?*

EN2: *Can I get in there please? (asking to take empty seat).*

EN3: *Sorry, is that seat free?*

F2 MONEY

You are standing in the lunch queue by the cashier point at college and realise you have left your purse at home. Ask the student in front of you to lend you money for your lunch. You do not know this student.

G1: *Oh (expletive) I left my purse at home, could you perhaps lend me some money – I am really starving.*

G2: *No request.*

G3: *No request.*

J1: *I left my purse at home. Can I borrow your money please?*

J2: *Excuse me, I forgot my purse, at home. Could you lend me some money? I'm going to return it tomorrow definitely.*

J3: *No request.*

EN1: *Oh no, I can't believe it! I've left my money at home. Can you lend me enough for lunch and I'll pay you back later.*

EN2: *No request.*

EN3: *No request.*

F3 MUSIC

The student in a nearby room in your student accommodation is playing loud music. You are trying to sleep. You go to her room and ask her to turn the music down. You do not know this student.

G1: *Could you please turn the volume down, I have to sleep.*

G2: *Can you please reduce the volume I want to sleep. If you're doing a party it's OK but not everyday.*

G3: *Your music is very loud. Could you please turn down?*

J1: *Excuse me! Could you turn the music down*

J2: *Excuse me. Could you turn the volume down please? Because I can't sleep.*

J3. *Excuse me, could you turn the volume down a little bit?.*

EN1: *Could you keep it down please?*

EN2: *Do you think you could turn your music down (a bit) please? I've been trying to get to sleep for 3 hours and I have to get up early.*

EN3: *Hi, I'm in roomCould you please turn your music down because I can't sleep?.*

Appendix 2B: Level of Directness of Request Strategy Head Act

Request/ Subject	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2	E3	F1	F2	F3	Total	% total Head Acts
J1	7	7	7	7	1	7	7	7	7	7	5+7	7	7	6	7	7	7	7	19	11.72
J2	7+5	7	5	7	1	1	7	7	7	5+7	1+1	5	5	4+1	1	7	7	7	22	13.58
J3	2	7	7	7	7	9	7	7	7	7	7	7	NR	8	7	7	NR	7	16	9.87
G1	7	7	7	7	7	7	7	7	7	8+7	7	7	7	7	2	7	7	7	19	11.72
G2	7	7	7	7	7+1	7	7	7	7	8	7	7	7	7	7	8	NR	7	18	11.11
G3	7	8+4	7	7	7	1	7	7	7	8+7	7	7	7	1	7	7	NR	7	19	11.72
EN1	8	NR	7	7	NR	NR	7	7	NR	8	8	7	7	NR	6	7	7	7	13	8.02
EN2	7+7	5+7	7	8	NR	7	7	7	7	7	7	7	7+7	7	7	7	NR	7	19	11.72
EN3	7	8	7	7	7	5	7	7	7	7	7	7	7	8	7	8	NR	7	17	10.49
Total Direct	2	2	1	0	3	3	0	0	0	1	3	1	1	3	2	0	0	0	22	13.58

	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2	E3	F1	F2	F3		
Total Conventionally Indirect	8	6	8	8	5	4	9	9	8	7	7	8	8	4	7	7	4	9	126	77.77
Total Non conventionally indirect	1	2	0	1	0	1	0	0	0	4	1	0	0	2	0	0	0	0	14	8.64
N (Number of Head Acts)	11	10	9	9	8	8	9	9	8	12	11	9	9	9	9	9	4	9	162	100
% Direct	18.18	20	11.11	0	37.5	37.5	0	0	0	8.33	27.27	11.11	11.11	33.33	22.22	0	0	0		
% Conventionally Indirect	72.72	60	88.88	88.88	62.5	50	100	100	100	58.33	63.63	88.88	88.88	44.44	77.77	77.77	100	100		
% Non-Conventionally Indirect	9.09	20	0	11.11	0	12.5	0	0	0	33.33	9.09	0	0	22.22	0	22.22	0	0		

Note:

- Head Acts were Multiple coded, i.e. for some requests there was more than one unit constituting the head act.
- N = total number of Head Acts for the request situation.
- The 9 levels of directness of Request Strategy Act (Blum-Kulka 1989) were collapsed into 3 categories: Direct; Conventionally Indirect; Non-Conventionally Indirect as follows:

Level:

1 Mood derivable

2.Explicit Performative

3.Hedged Performative

4.Location Derivable

5.Want Statement

Direct

6.Suggestory Formula

7.Query Preparatory

Conventionally Indirect

8.Strong Hint

9.Mild Hint

Non-Conventionally Indirect

Appendix 2B Summary tables: Directness Levels.

Table 1: Levels of directness of Request Strategy per pair for all Head Acts (Direct, Conventionally Indirect, Non-Conventionally Indirect)

	Direct %	CI %	NCI %	
J1	10.52	89.47	0	99.99
J2	54.54	45.45	0	99.99
J3	6.25	81.25	12.5	100
G1	5.26	89.47	5.26	99.99
G2	5.55	83.33	11.11	99.99
G3	15.78	73.68	10.52	99.98
EN1	0	76.92	23.07	99.99
EN2	5.26	89.47	5.26	99.99
EN3	5.88	76.47	17.64	99.99

Table 2: Level of Directness of Request Strategy for all Head Acts by L1 (Direct, Conventionally Indirect, Non-Conventionally Indirect)

	Direct	CI	NCI	Total Head Acts
All Japanese	26.31% (15)	70.17%(40)	3.50% (2)	99.98% (57)
All German	8.92% (5)	82.14 (46)	8.92 (5)	99.98% (56)
All ENS	4.08% (2)	81.63 (40)	14.28(7)	99.99% (49)
Totals	(22)	(126)	(14)	(162)

Figures are % of total Head Acts for L1 group. Figures in brackets represent number of tokens

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Appendix 2C Distribution of Levels of Directness across tasks by L1 group (Japanese ESL learners, German ESL learners, English native speaker students)

Categories represent levels of directness (Blum-Kulka, 1989)
A1 – F3 represent discourse completion tasks.

- 1. Mood derivable
- 2. Explicit performative
- 3. Hedged performative
- 4. Locution derivable
- 5. Want statement
- 6. Suggestory formula
- 7. Preparatory
- 8. Strong hint
- 9. Mild hint
- 10. No request

N = 3 unless otherwise stated and represents the number of tokens. Some requests contained more than 1 Head act.
Figures given are percentages.
In some situations, subjects chose not to make a request (category 10). This category is not included as a token.

Category	A1	G	E	A2	J	G	E	A3	J	G	E	B1	J	G	E	B2	J	G	E	B3	J	G	E
	J	N=4	N=4			N=4										N=4				N=1			N=2
1																66.66	25	33.33	33.33				
2	25																						
3																							
4						25	25																33
5	25							33.33															
6																							
7	50	100	75	100	100	50	25	66.66	100	100	66.66	33.33	75	33	66.66	33.33	33	66.66	33				
8			25			25	25				33.33												
9																				33.33			
10							25												66				33

Appendix 2D1: Levels of Directness: English native speakers

D Level	A1 N=4	A2 N=3	A3 N=3	B1 N=3	B2 N=1	B3 N=2	C1 N=3	C2 N=3	C3 N=2	D1 N=3	D2 N=3	D3 N=3	E1 N=4	E2 N=2	E3 N=3	F1 N=3	F2 N=1	F3 N=3
1																		
2																		
3																		
4																		
5		33.33				50.00												
6															33.33			
7	75.00	33.33	100	66.66	100	50.00	100	100	100	66.66	66.66	100	100	50.00	66.66	66.66	100	100
8	25.00	33.33		33.33						33.33	33.33			50.00		33.33		
9																		
Total	100	99.99	100	99.99	100	100	100	100	100	99.99	99.99	100	100	100	99.99	99.99	100	100

Note: D level represents directness level (Blum-Kulka et.al. 1989)
N represents number of tokens of Head Acts.
Figures given are percentages.

Appendix 2D2. Levels of Directness: ESL learners

D level	A1 N=7	A2 N=7	A3 N=6	B1 N=6	B2 N=7	B3 N=6	C1 N=6	C2 N=6	C3 N=6	D1 N=9	D2 N=8	D3 N=6	E1 N=5	E2 N=7	E3 N=6	F1 N=6	F2 N=3	F3 N=6
1					42.85	33.33					25.00			28.57	16.66			
2	14.28														16.66			
3																		
4		14.28												14.28				
5	14.28		16.66							11.11	12.50	16.66	20.00					
6														14.28				
7	71.42	71.42	83.33	100	57.14	50.00	100	100	100	55.55	62.50	83.33	80.00	28.57	66.66	83.33	100	100
8		14.28								33.33				14.28		16.66		
9						16.66												
Total	99.98	99.98	99.99	100	99.99	99.99	100	100	100	99.99	100	99.99	100	99.98	99.98	99.99	100	100

Note: D level represents directness level (Blum-Kulka et.al. 1989).
Figures given are in percentages.
N represents number of tokens of Head Acts.
In some request situations there was more than 1 Head Act token per request.

Appendix 2D3. Levels of Directness: Japanese ESL subjects

Level D	A1 N=4	A2 N=3	A3 N=3	B1 N=3	B2 N=3	B3 N=3	C1 N=3	C2 N=3	C3 N=3	D1 N=4	D2 N=5	D3 N=3	E1 N=2	E2 N=4	E3 N=3	F1 N=3	F2 N=2	F3 N=3
1					66.66	33.33					40.00			25.00	33.33			
2	25.00																	
3																		
4														25.00				
5	25.00		33.33							25.00	20.00	33.33	50.00					
6														25.00				
7	50.00	100	66.66	100	33.33	33.33	100	100	100	75.00	40.00	66.66	50.00		66.66	100	100	100
8														25.00				
9																		
Total	100	100	100	100	100	99.99	100	100	100	100	100	99.99	100	100	100	100	100	100

Notes:

Directness level (D) corresponds to levels of directness as in Blum-Kulka et.al. 1989.

Figures given are in percentages.

N represents the number of Head Act tokens. In some request situations there was more than 1 Head Act token per request.

Appendix 2D4. Levels of Directness: German ESL subjects

D level	A1 N=3	A2 N=4	A3 N=3	B1 N=3	B2 N=4	B3 N=3	C1 N=3	C2 N=3	C3 N=3	D1 N=5	D2 N=3	D3 N=3	E1 N=3	E2 N=3	E3 N=3	F1 N=3	F2 N=1	F3 N=3
1					25.00	33.33								33.33				
2															33.33			
3																		
4		25.00																
5																		
6																		
7	100	50.00	100	100	75.00	66.66	100	100	100	40.00	100	100	100	66.66	66.66	66.66	100	100
8		25.00								60.00						33.33		
9																		
Total	100	100	100	100	100	99.99	100	100	100	100	100	100	100	99.99	99.99	99.99	100	100

Note:

D level represents Level of Directness (Blum-Kulka et.al 1989).

N represents number of Head Act tokens per request situation.

Figures are given in percentages.

Appendix 2E Coding for Internal Modification across discourse completion tasks.

Pattern of internal modification: J1

	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2	E3	F1	F2	F3
Syntactic Down graders																		
Negation of preparatory condition																		
Subjunctive																		
Conditional																		
Aspect																		
Tense																		
Conditional Clause																		
Combinations of above																		
Lexical & Phrasal Downgraders																		
Politeness marker		1	1	1				1				1					1	
Understater																		
Hedge																		
Subjectiviser																		
Downtoner																		
Cajoler																		
Appealer																		
Combinations of above.																		
Upgraders																		
Intensifier																		
Commitment Indicator																		

Expletive																		
Time Intensifier																		
Lexical Uptoner																		
Determination marker																		
Orthographic/ suprasegmental emphasis																		
Emphatic addition																		
Pejorative determiner																		

N=6.
All internal modifications = Lexical Downgrader, politeness marker: ‘please’ (100%).

Pattern of Internal Modification: J2

	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2	E3	F1	F2	F3
Syntactic Down graders																		
Negation of preparatory condition																		
Subjunctive																		
Conditional																		
Aspect																		
Tense																		
Conditional Clause		1																
Combinations of above																		
Lexical & Phrasal Downgraders																		
Politeness marker				1		1					1				1	1		1
Understater																		
Hedge																		
Subjectiviser																		
Downtoner																		
Cajoler																		
Appealer																		
Combinations of above.																		
Upgraders																		
Intensifier																		
Commitment Indicator																		
Expletive																		

Time Intensifier														1				
Lexical Uptoner																		
Determination marker																		
Orthographic/ suprasegmental emphasis														2				
Emphatic addition																		
Pejorative determiner																		

N = 10
Upgraders
Orthographic emphasis 20%
Time Intensifier 10%

Lexical/Phrasal downgraders
Politeness marker 60%

Syntactic downgraders
Conditional Clause 10%

Pattern of Internal Modification: J3

	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2	E3	F1	F2	F3
Syntactic Down graders																		
Negation of preparatory condition																		
Subjunctive																		
Conditional																		
Aspect																		
Tense																		
Conditional Clause																		
Combinations of above																		
Lexical & Phrasal Downgraders																		
Politeness marker				1		1												
Understater						1												1
Hedge																		
Subjectiviser																		
Downtoner		1					1	1	1									
Cajoler																		
Appealer																		
Combinations of above.																		
Upgraders																		
Intensifier																		
Commitment Indicator																		
Expletive																		

Time Intensifier		1																
Lexical Uptoner																		
Determination marker																		
Orthographic/ suprasegmental emphasis																		
Emphatic addition																		
Pejorative determiner																		

N = 9.
Upgraders
Time Intensifier: 11.11%
Lexical and Phrasal Downgraders
Downtoner: 44.44%
Understater: 22.22%
Politeness marker: 22.22%

No Request: E1 & F2.

Pattern of Internal modification: G1

	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2	E3	F1	F2	F3
Syntactic Down graders																		
Negation of preparatory condition										1								
Subjunctive																		
Conditional																		
Aspect																		
Tense																		
Conditional Clause																		
Combinations of above																		
Lexical & Phrasal Downgraders																		
Politeness marker		1	1	1	1	1	1					1	1			1		1
Understater																		
Hedge																		
Subjectiviser																		
Downtoner																	1	
Cajoler																		
Appealer																		
Combinations of above.																		
Upgraders																		
Intensifier																		
Commitment Indicator																		
Expletive																		

Time Intensifier																		
Lexical Uptoner														1				
Determination marker																		
Orthographic/ suprasegmental emphasis																		
Emphatic addition																		
Pejorative determiner																		

N=13.

Upgraders
Lexical Uptoner: 7.69%

Lexical and Phrasal Downgraders
Downtoner: 7.69%
Politeness marker:76.92%

Syntactic Downgraders
Negation of preparatory condition: 7.69%

Pattern of Internal Modification: G2

	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2	E3	F1	F2	F3
Syntactic Down graders																		
Negation of preparatory condition																		
Subjunctive																		
Conditional																		
Aspect																		
Tense																		
Conditional Clause						1												
Combinations of above																		
Lexical & Phrasal Downgraders																		
Politeness marker		1		1	1						1							1
Understater																		
Hedge																		
Subjectiviser																		
Downtoner						1												
Cajoler																		
Appealer										1								
Combinations of above.																		
Upgraders																		
Intensifier																		
Commitment Indicator																		
Expletive																		

Time Intensifier		1																
Lexical Uptoner																		
Determination marker																		
Orthographic/ suprasegmental emphasis														1				
Emphatic addition																		
Pejorative determiner																		

N = 10

Upgraders
Orthographic emphasis: 10%
Time Intensifier: 10%

Lexical/Phrasal Downgraders
Appealer: 10%
Downtoner: 10%
Politeness marker: 50%

Syntactic Downgrader
Conditional Clause: 10%

No request: C3 & F2.

Pattern of Internal Modification G3

	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2	E3	F1	F2	F3
Syntactic Down graders																		
Negation of preparatory condition																		
Subjunctive																		
Conditional																		
Aspect																		
Tense																		
Conditional Clause																		
Combinations of above																		
Lexical & Phrasal Downgraders																		
Politeness marker				1		1					1	1				1		1
Understater					1													
Hedge																		
Subjectiviser																		
Downtoner																		
Cajoler																		
Appealer																		
Combinations of above.																		
Upgraders																		
Intensifier																		
Commitment Indicator																		
Expletive																		

Time Intensifier		1																
Lexical Uptoner																		
Determination marker																		
Orthographic/ suprasegmental emphasis													1					
Emphatic addition																		
Pejorative determiner																		

N=9

Upgraders:
Orthographic emphasis: 11.11%
Time Intensifier: 11.11%

Lexical and Phrasal Downgraders:
Understater: 11.11%
Politeness marker: 66.66%

No request: F2.

Patterns of Internal Modification: EN1

	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2	E3	F1	F2	F3
Syntactic Down graders																		
Negation of preparatory condition																		
Subjunctive																		
Conditional																		
Aspect																		
Tense																		
Conditional Clause																		
Combinations of above																		
Lexical & Phrasal Downgraders																		
Politeness marker			1	1								1						1
Understater																		
Hedge																		
Subjectiviser																		
Downtoner																		
Cajoler																		
Appealer																		
Combinations of above.																		
Upgraders																		
Intensifier																		
Commitment Indicator																		
Expletive																		

Time Intensifier																		
Lexical Uptoner																		
Determination marker																		
Orthographic/ suprasegmental emphasis																		
Emphatic addition																		
Pejorative determiner																		

N=4
Lexical and Phrasal Downgraders
Politeness marker: 100%

No request: A2; B2; B3; C3; E2.

Pattern of Internal Modification: EN2

	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2	E3	F1	F2	F3
Syntactic Down graders																		
Negation of preparatory condition										1								
Subjunctive																		
Conditional																		
Aspect			1				1											
Tense	1		1				1	1										
Conditional Clause						1							1					
Combinations of above																		
Lexical & Phrasal Downgraders																		
Politeness marker		1							1		1	1	1			1		2
Understater																		1
Hedge																		
Subjectiviser	1	1																
Downtoner													1					
Cajoler																		
Appealer						1	1			1								
Combinations of above.																		
Upgraders																		
Intensifier		1																
Commitment Indicator																		
Expletive																		

Time Intensifier		1																
Lexical Uptoner																		
Determination marker																		
Orthographic/ suprasegmental emphasis																		
Emphatic addition																		
Pejorative determiner																		

N= 26

Upgraders
Time Intensifier: 3.84%
Intensifier: 3.84%

Lexical & Phrasal Downgraders
Appealer:11.53%
Downtoner:3.84%
Subjectiviser:7.69%
Understater: 3.84%
Politeness marker:30.76%

Syntactic Downgraders
Conditional Clause:7.69%
Tense:15.38%
Aspect: 7.69%
Negation of preparatory condition: 3.84%

No Request: F2.

Pattern of Internal Modification: EN3

	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2	E3	F1	F2	F3
Syntactic Down graders																		
Negation of preparatory condition	1																	
Subjunctive																		
Conditional																		
Aspect																		
Tense		1						1										
Conditional Clause						1												
Combinations of above																		
Lexical & Phrasal Downgraders																		
Politeness marker	1		1	1				1	1		1	1	1					1
Understater																		
Hedge																		
Subjectiviser																		
Downtoner					1													
Cajoler																		
Appealer	1																	
Combinations of above.																		
Upgraders																		
Intensifier																		
Commitment Indicator																		
Expletive																		

Time Intensifier																		
Lexical Uptoner																		
Determination marker																		
Orthographic/ suprasegmental emphasis																		
Emphatic addition																		
Pejorative determiner																		

N = 15
Lexical and Phrasal Downgraders
Appealer: 6.66%
Downtoner: 6.66%
Politeness marker:60%

Syntactic Downgraders
Conditional Clause:6.66%
Tense:13.33%
Negation of Preparatory Condition:6.66%

No Request: F2.

	A1 Lift	A2 Draft	A3 Job	B1 Rest.	B2 Lib.	B3 Room	C1 Ext.	C2 Book	C3 Lift (2)	D1 Help	D2 Hosp.	D3 Police	E1 Notes	E2 Kitchen	E3 Party	F1 Bus	F2 Money	F3 Music
NNS N=6	0	1.33	0.33	1.0	0.5	1.0	0.33	0.5	0.16	0.33	0.5	0.5	0.2 *****	1.00	0.16	0.5	0.66 ***	0.83
NS N=3	1.66	2.5**	1.33	0.66	1.00*	1.0	1.0	1.0	1.0**	0.66	0.66	1.0	1.33	0**	0	0.33	0**	1.66

Internal Modification of Head Act: Mean Downgraders per request, ESL learners (NNS) and Native speaker students (NS)
*Note: in some request situations, subjects chose not to make a request. Where this is the case, in all tables, figures are marked with *:
 *1 request made
 ** 2 requests made, etc.*

	A1 Lift	A2 Draft	A3 Job	B1 Rest.	B2 Lib.	B3 Room	C1 Ext.	C2 Book	C3 Lift (2)	D1 Help	D2 Hosp.	D3 Police	E1 Notes	E2 Kitchen	E3 Party	F1 Bus	F2 Money	F3 Music
NS N=3	1.66	2.5**	1.33	0.66	0**	0.5*	1.0	0.66	1.0**	0.66	0.66	1.00	1.33	0**	0	0.33	0.5*	1.66
Jap. N=3	0	1.33	0.33	1.0	0	1.0	0.33	0.66	0.33	0	0.33	0	0**	1.00	0.33	0.33	0.33	0.66
Ger. N=3	0.66	1.33	0.33	1.0	1.0	1.33	0.33	0	0	0.66	0.66	0.66	0.33	0.33	0	0.66	0.5*	1.0

Internal Modification of Head Act: Mean Downgraders per request by L1 subject group.

Appendix 2F: Distribution of internal modification across discourse completion tasks.

Appendix 2Fa: Internal Modification of Head Acts: English native speakers (NS) & ESL learners (NNS)

	Lift A1	Draft A2	Job A3	Rest. B1	Library B2	Room B3	Extension C1	Book C2	Lift (2) C3	Help D1	Hosp. D2	Police D3	Notes E1	Kitchen E2	Party E3	Bus F1	Money F2	Music F3	Σ
NNS	0	8	2	6	3	6	2	3	1	2	3	3	1	6	1	3	2	5	57
NS	5	5	4	2	1	3	3	3	2	2	2	3	4	0	0	1	0	5	45

Figures represent the total number of internal modification tokens.

Appendix 2Fb
Distribution of Internal Modification of Head Act by Request groups A – F, English native speaker (NS)
and ESL learner (NNS) groups.

	A	B	C	D	E	F	Total internal modification tokens.
NNS	17.54%	26.31%	10.52%	14.03%	14.03%	17.54%	57 (100%)
NS	31%	13.33%	17.77%	15.55%	8.88%	13.33%	45 (100%)
Socio- contextual variables	S<H; +SD	S>H; +SD	S<H; -SD	S>H; -SD	S=H; -SD	S=H; +SD	

Distribution of Internal Modification of Head Act by Request groups: German ESL learners Japanese ESL learners
English native speakers.

	A	B	C	D	E	F	Total internal Modification tokens
German NNS	4 (12.5%)	10 (31.25%)	1 (3.12%)	6 (18.75%)	4 (12.5%)	6 (18.75%)	32
Japanese NNS	6 (24%)	6 (24%)	4 (16%)	2 (8%)	4 (16%)	4 (16%)	25
NS	14 (31%)	6 (13.33%)	8 (17.77%)	7 (15.55%)	4 (8.88%)	6 (13.33%)	45
Socio- contextual variables	S<H; +SD	S>H; +SD	S<H; -SD	S>H; -SD	S=H; -SD	S=H; +SD	

Figures represent the total number of internal modification tokens.

Appendix 2Ga Frequency of External mitigating supporting moves (MSM).

	J1	J2	J3	G1	G2	G3	EN1	EN2	EN3	Total
Total MSM	15	22	25	18	28	19	10	37	20	194
Total MSM for L1 group			62			65			67	

Appendix 2GB Supportive moves as % of total per pair

Figures represent percentages.

Total figures represent the total number of moves in the corpus.

	J1	J2	J3	G1	G2	G3	EN1	EN2	EN3	Total	%
Preparator	20.00	4.54	16.00	27.77	25.00	15.78	10.00	27.02	10.00	36	18.55
Grounder	66.66	68.18	68.00	61.11	50.00	63.15	60.00	43.24	50.00	111	57.21
Disarmer	6.66	9.09	0.00	5.55	0	10.52	20.00	5.40	15.00	13	6.70
Imposition Minimiser	6.66	4.54	4.00	0	7.14	0	0	8.10	15.00	11	5.67
Promise of Reward	0	9.09	4.00	5.55	3.57	10.52	10.00	5.40	5.00	11	5.67
Expression of gratitude	0	0	0	0	14.28	0	0	8.10	0	7	3.60
Precommitment	0	4.54	8.00	0	0	0	0	2.70	5.00	5	2.57
%	99.98	99.98	100	99.98	99.99	99.97	100	99.96	100	100	99.97
Total supportive moves	15	22	25	18	28	19	10	37	20	194	

Appendix 2GC Number and type of supportive move per subject pair.

Total figures represent the total number of supportive moves in the corpus.
Percentage figures represent type of supportive move as a percentage of the total corpus.

	J1	J2	J3	G1	G2	G3	EN1	EN2	EN3	Total	%
Preparator	3	1	4	5	7	3	1	10	2	36	18.55
Grounder	10	15	17	11	14	12	6	16	10	111	57.21
Disarmer	1	2	0	1	0	2	2	2	3	13	6.70
Imposition Minimiser	1	1	1	0	2	0	0	3	3	11	5.67
Promise of Reward	0	2	1	1	1	2	1	2	1	11	5.67
Expression Of gratitude	0	0	0	0	4	0	0	3	0	7	3.60
Precommitment	0	1	2	0	0	0	0	1	1	5	2.57
Total Mitigating Moves	15	22	25	18	28	19	10	37	20	194	99.97
Total Mitigating Moves per L1 group			62			65			67		

	A1 Lift	A2 Draft	A3 Job	B1 Rest.	B2 Lib.	B3 Room	C1 Ext.	C2 Book	C3 Lift	D1 Help	D2 Hosp.	D3 Police	E1 Notes	E2 Kit.	E3 Party	F1 Bus	F2 Mon.	F3 Music
ENS N=3	3.0	2.5**	1.0	0	1*	0**	2.0	2.0	1.33 **	1.33	1.66	2.0	0.66	1.0 **	2.33	0	2.00*	1.33
NNS N=6	2.66	1.83	1.66	0.16	0.33	0.5	1.16	2.16	1.0	1.5	1.83	1.5	1.0 *****	0.33	2.0	0.16	1.66 ***	0.66

Appendix 2Ha External modification: Distribution of English native speaker (ENS) and ESL learner (NNS) mean supportive moves per request.

	A1 Lift	A2 Draft	A3 Job	B1 Rest.	B2 Lib.	B3 Room	C1 Ext.	C2 Book	C3 Lift	D1 Help	D2 Hosp.	D3 Polic e	E1 Notes	E2 Kit	E3 Party	F1 Bus	F2 Mon.	F3 Musi c
Jap. N = 3	2.33	1.66	2.0	0	0.33	0.33	1.33	1.66	1.33	2.0	2.0	1.33	0.5**	0.66	2.0	0	1.5**	0.33
Ger. N=3	3.0	2.0	1.33	0.33	0.33	0.66	1.00	2.66	0.66	1.0	1.66	1.66	1.33	0	2.0	0.33	2.00*	1.00
ENS N = 3	3.0	2.5**	1.0	0	1*	0**	2.0	2.0	1.33 **	1.33	1.66	2.0	0.66	1.0 **	2.33	0	2.00*	1.33

Appendix 2HB External modification: mean supportive moves per request, Japanese, German & English native speakers.

*Note: In those request situations where subjects chose not to make a request, the number of requests made is indicated by * .
The number of requests made in such cases is indicated by the number of *.*

Appendix 2Hc. External Supportive moves by discourse completion task group (A – F)

Request	Japanese	German	ENS	Total	% (N = 194)
A1 Lift	7	9	9	25	12.75
A2 Draft	5	6	5	16	8.16
A3 Job	6	4	3	13	6.63
Total A	18	19	17	58	29.59
B1 Restaurant	0	1	0	1	1.02
B2 Library	1	1	1	3	1.53
B3 Room	1	2	0	3	1.53
Total B	2	4	1	7	4.08
C1 Extension	4	3	6	13	6.63
C2 Book	5	8	6	19	9.69
C3 Lift (2)	4	2	4	10	5.10
Total C	13	13	16	42	21.42
D1Help	6	3	4	13	6.63
D2 Hospital	6	5	5	16	8.16
D3 Police	4	5	6	15	7.65
Total D	16	13	15	44	22.44
E1 Notes	1	4	2	7	3.57
E2 Kitchen	2	0	3	5	2.55
E3 Party	6	6	7	19	9.69
Total E	9	10	12	31	15.81
F1 Bus	0	1	0	1	0.51
F2 Money	3	2	2	7	3.57
F3 Music	1	3	4	8	4.08
Total F	4	6	6	16	8.16
	62	65	67	194	100

Figures given are number of moves except where indicated.

Appendix 2Ia Length of Utterance summary table

Note: R. = Range.
NR = No Request.
N = Number of requests made.
ΣLU= Sum length of utterances.
SD = Standard Deviation

Pair/ DCT	J1	J2	J3	G1	G2	G3	EN 1	EN 2	EN 3	N	ΣL U	Me an	R.	SD
A1 Lift	21	36	38	26	32	37	21	54	28	9	293	32. 55	21 – 54	10.32
A2 Draft	16	12	45	29	38	19	NR	45	23	8	227	28. 37	12 – 45	13.00
A3 Job	20	21	23	28	42	16	17	27	22	9	216	24. 0	16 – 42	7.84
B1 Restau rant	5	10	9	9	21	12	10	9	10	9	95	10. 55	5 – 21	4.33
B2 Library	2	1	9	6	23	10	NR	NR	14	7	65	9.2 8	1 – 23	7.56
B3 Room	10	17	15	14	31	10	NR	14	14	8	125	15. 62	10- 31	6.65
C1 Extensi on	20	19	25	22	19	17	24	60	23	9	229	25. 44	17- 60	13.22
C2 Book	20	21	37	38	27	33	6	49	19	9	250	27. 77	6 – 49	12.87
C3 Lift (2)	11	16	27	12	NR	13	NR	28	24	7	129	18. 71	11 – 28	7.38
D1 Help	19	25	24	19	27	21	15	35	23	9	208	23. 11	15 – 35	5.75
D2 Hospit al	16	14	35	14	14	21	14	22	19	9	169	18. 77	14 – 35	6.86
D3 Police	15	21	22	16	27	13	14	33	13	9	174	19. 33	13 – 33	17.01
E1 Notes	11	7	NR	14	20	12	8	25	19	8	116	14. 50	7 – 25	6.30
E2 Kitche n	9	15	10	6	10	4	NR	29	10	8	93	11. 62	4 – 29	7.72
E3 Party	19	17	19	23	27	22	13	47	26	9	213	23. 66	13 – 47	9.78

F1 Bus	7	9	4	6	8	9	6	6	5	9	60	6.6 6	4 – 9	1.73
F2 Money	12	21	NR	18	NR	NR	25	NR	NR	4	76	19. 00	12 – 25	5.47
F3 Music	8	13	11	11	20	10	6	29	15	9	123	13. 66	6 – 29	7.03
N	18	18	16	18	16	17	13	16	17					
Mean	13. 38	16. 38	22. 06	17. 83	24. 12	16. 41	13. 76	32	18. 05					
Range	2 - 21	1 - 36	4 – 45	6 – 38	8 – 42	4 – 37	6 – 25	6 – 60	5 – 28					
SD	7.5 5	7.7 0	12. 44	9.5 7	9.2 6	8.5 6	6.6 0	15. 68	6.4 0					

Appendix 2Ib

1.Mann-Whitney Non Parametric test (SPSS output).

	A1	A2	A3	B1	B2	B3
Mann-Whitney U	8.500	8.500	8.000	9.000	5.000	5.000
Wilcoxon W	14.500	14.500	14.00	15.000	11.000	11.000
Z	-.130	-.130	-.258	.000	-1.037	-1.055
Asymp.Sig (2-tailed)	.897	.897	.796	1.000	.300	.291
Exact Sig. (2* 1-tailed Sig.)	.905	.905	.905	1.000	.381	.381

	C1	C2	C3	D1	D2	D3
Mann-Whitney U	2.000	6.000	6.500	9.000	7.500	7.500
Wilcoxon W	23.00	12.00	27.500	15.000	28.500	13.500
Z	-1.815	-.775	-.648	.000	-.405	-.389
Asymp.Sig (2-tailed)	.070	.439	.517	1.000	.686	.697
Exact Sig. (2* 1-tailed Sig.)	.095	.548	.548	1.000	.714	.714

	E1	E2	E3	F1	F2	F3
Mann-Whitney U	5.000	8.000	7.000	4.000	9.000	7.000
Wilcoxon W	26.00	29.00	28.000	10.000	15.000	28.000
Z	-1.033	-.263	-.519	-1.319	.000	.604
Asymp.Sig (2-tailed)	.302	.793	.604	.187	1.000	.604
Exact Sig. (2* 1-tailed Sig.)	.381	.905	.714	.262	1.000	.714

2. Kruskal Wallis Non-parametric test (SPSS output)

	A1	A2	A3	B1	B2	B3	C1
Chi-Square	.022	.291	.622	2.381	2.510	1.136	4.101
df	2	2	2	2	2	2	2
Asymp.Sig.	.989	.864	.733	.304	.285	.567	.129

	C2	C3	D1	D2	D3	E1	E2
Chi-Square	1.156	1.367	.022	.655	.291	4.267	1.195
df	2	2	2	2	2	2	2
Asymp.Sig.	.561	.505	.989	.721	.864	.118	.550

	E3	F1	F2	F3
Chi-Square	2.510	2.110	.427	.471
df	2	2	2	2
Asymp.Sig.	.285	.348	.808	.790

Appendix 2J Request perspective.

A request can be realized from the view point of the hearer, the speaker, or both participants, or any explicit mentioning of the agents can be (deliberately) avoided (Blum-Kulka, S. 1989).

Hearer dominance: *Could you tidy up the kitchen soon?* (H)

Speaker dominance: *Do you think I could borrow your notes from yesterday?* (S)

Speaker and Hearer dominance (Joint perspective): *Could we begin now?* (SH)

Impersonal: *Can one ask for a little quiet?* (I)

Pair/ DCT	J1	J2	J3	G1	G2	G3	EN1	EN2	EN3
A1	H	S	S	H	H	H	I	S	S
A2	H	S	H	H	H	S	-	S	S
A3	H	S	H	H	H	H	H	S	H
B1	S	H	S	H	H	H	S	S	S
B2	H	-	H	H	H	H	-	-	H
B3	H	H	H	H	H	H	-	H	S
C1	H	S	S	H	H	I	SH	I	I
C2	H	S	S	H	H	H	S	S	S
C3	H	H	H	H	-	H	-	H	I
D1	H	H	H	H	I	S	I	H	H
D2	H	H	H	H	H	H	S	H	H
D3	H	S	H	H	H	H	H	S	H
E1	H	S	-	H	S	S	S	S	S
E2	H	H	H	H	H	H	-	H	H
E3	H	H	H	S	H	H	H	I	H
F1	S	H	S	S	I	H	S	S	I
F2	S	H	-	H	-	-	H	-	-
F3	H	H	H	H	H	H	H	H	H
Total S	3	7	6	2	1	3	5	8	6
Total H	15	10	10	16	13	13	5	6	8
Total I	0	0	0	0	2	1	2	2	3
Total SH	0	0	0	0	0	0	1	0	0
N	18	17	16	18	16	17	13	16	17
%S	16.66	41.17	37.5	11.11	6.25	17.64	38.46	50.00	35.29
%H	83.33	58.82	62.5	88.88	81.25	76.47	38.46	37.50	47.05
%I	0	0	0	0	12.50	5.88	15.38	12.50	17.64
%SH	0	0	0	0	0	0	7.69	0	0

Appendix 3

J1 Transcript
Practice Session

Line	Code	Protocol	Action protocol
01		A Any particular book	
02	02	B So we can borrow the book	
03	02	A What is the situation, I don't	
04	02	understand because, you know he or	
05	02	she?	
06	02	B I think so, or	
07	01	A not so close, their relationship	
08	01	B No, I don't know the situation. So	
09	01	we both need, the one person.	
10	01	A We have to find the answer	
11	S4T	B So – could you stop please	R stops tape and explains that A & B must agree on a joint decision to complete the task.
12	02	B So we really need the book –	
13	S1P	maybe I need only few days – we	
14	S1P	can share half one week – maybe	
15	S1P	this student can borrow – until the	
16	S1P	next	
17	S1P	A (Yes)	
18	S1P	A How can I say to the student?	
19	S1P	I think I can tell he or she	
20	S1P	B (Yes)	
21	S1H	A Can I borrow your book?	
22	S1H	B Yes, and there's only one copy in	
23	S1H	the library	
24	S1H	A It's because there's only one copy	
25	S1H	in the library but we need the book so	
26	S1H	could you lend me the book for us we	
27	S1H	need it only a few days, it's enough?	
28	S1P	B Yes, so we can return after we	
29	S1P	finish?	
30	S1H	A If you don't mind – it's OK?	
31	E1	B Yes	
32	S1P	A If he or she says no, it's	
33	S1P	impossible, what can I say?	
34	S1P	B Unkind, or just, before we ask, how	
35	S1P	long does it take for him to finish, and	
36	S1P	then if he finish in one week, maybe	
37	S1P	we can borrow it but I don't know -- if	
38	S1P	he takes a little bit more.	
39	S1P	A But the student answers sure no	
40	S1P	problem – so a good student so we	
41	S1H	can say could you lend us, could you	
42	S1H	lend us	
43	S1P	B Just first maybe we need to	
44	S1P	mention the reason, we must	
45	S1P	mention the reason why we have to	
46	S1P	need	
47	S1P	A Because we need (laughter)	
48	S1P	because we - same time – maybe	
49	S1P	deadline is coming soon - - -	
50	01	A So we have to write down here	
51	S1P	B How can we begin – we'd like to –	
52	S1H	the book which you are borrowing	
53	S1H	A May I borrow your book – too	
54	E1	straight?	
55	E1	B Directly, yes.	
56	S1P	A What can I say?	
57	S1H	B We need	
58	S1H	A I want to borrow the book, could	
59	S1H	you lend me the book, that you	
60	S1H	borrowed from the library because,	
61	S1P	uh - -	
62	S1H	B I, I is OK. I would like to, I would	
63	S1H	like to	
64	E1	A (laughter) it's formal, too formal	

65	S1H	B I want to even	
66	S1H	A How about could you, could you	
67	S1H	lend us the book because	
68	S1P	B Ah because, just first mention	
69	S1P	about our situation	
70	S1P	A Ah really	
71	S1P	B and then ask the question, I don't	
72	S1P	know, I don't know, what do you	
73	E1	think?	
74	E1	A It's OK	
75	S1H	B I want to maybe use, and then the	
76	S1H	question form we use borrow, I	
77	S1H	borrow	
78	S1P	A I want to borrow, the first thing, our	
79	S1P	purpose, it's the most important thing	
80	S1P	in my opinion. I have to tell first, I	
81	S1P	want to borrow the book because –	
82	S3S	too straight, I don't know.	
83	S3S	B I think a little straight, just I think I	
84	S3S	don't know.	
85	S1P	A So this time, I want to what can I	
86	S1H	say? I want to or need, I want to	
87	S1H	need you (laughter).	
88	S1H	B I need, just I need. So I need one	
89	S1H	book (laughter) a book which you are	
90	S1H	borrowing now	
91	E1	A But I think it's a conversation, you	
92	E1	are writing a letter?	
93	S1H	B I need a book which you are	B writes.
94	S1H	borrowing now, it is possible or	B writes
95	S1H	something, could I borrow?	B writes.
96	S1P	A How about the reason, because –	
97	S1P	too long?	
98	S1H	B Could you lend me it for a few days	B writes
99	S1H	Please	B writes
100	E1	A Yes.	

J1 Transcript
A1 LIFT
Concurrent think aloud.

Line	Code	Protocol	Action Protocol
01	02	B Who you don't know	A reads from DCT
02	02	B We don't know	
03	02	A No, no	
04	02	A We know him or she	
05	02	B Yes, yes,	
06	02	A but we don't know where they	
07	02	live - - no no he or she doesn't	
08	02	know us, or I - I know but he or	
09	02	she doesn't know me xx lift	
10	S1H	A Excuse me	
11	S1H	B Yes excuse me	B writes
12	S1H	A but	
13	S1H	B I'm living near you	
14	S1H	A May I ask?	
15	S1H	B Could you give me a lift?	
16	S2	A Could you give me? Could you	
17	S2	lift my car - lift is noun no verb	
18	S2	B This is noun	
19	S2	A But it's a verb	
20	S2	B Verb is drive you home	
21	S2	A Lift is noun? What is the verb?	
22	S2	Did or lift or lifting?	
23	S2	B Lift means	
24	S2	A I know the meaning, I want to	
25	S2	know the verb	
26	S2	B the verb?	
27	S2	A Yes, it's a noun?	
28	S2	B Yes, it's a noun	
29	S2	A What can I say?	
30	S2	B Could you give me a lift means	
31	S2	could you drive me home	
32	S2	A really	
33	S2	B Yes	
34	S2	A Really, could you give my car a	
35	S2	lift? No me?	
36	S1H	B Could you give me a lift, OK	
37	S1H	A Excuse me, but could you give	
38	S1H	me a lift because - -	
39	S1H	B My car, our car has broken - -	
40	E1	yes.	
41	S1H	A Excuse me, - - -	
42	S1H	In my case, maybe I will say	
43	S1H	excuse me could you give me a lift	
44	S1H	because I'm travel with my car,	
45	S1H	(laughter) it doesn't work I know	
46	S1H	you, but you don't know me	
47	S1P	B We have to introduce	
48	S1P	A We have to tell the - I saw you	
49	S1H	live in the xxx street	
50	S1P	B Yes we have to explain -	
51	S1H	A I have seen you before - -	
52	S1H	B Yeah before - I'm afraid you	
53	S1H	don't know us - - before this one -	
54	S1P	or after this one	
55	S1H	A Maybe excuse me? And then	
56	S3	B And then suddenly could you	
57	S3	give me a lift is strange I think	
58	E1	A He is so surprised - it will have a	
59	E1	very good impact (laughter).	
60	S1P	Maybe he will see in the xxx so I	
61	S1P	can explain	
62	S1P	B who you are - so before this	
63	S1H	Excuse me I have seen you near	
64	S1H	my place	
65	E1	A sounds like a xxx or something,	

**PAGE
NUMBERING
AS ORIGINAL**

J1 transcript
A2 Draft
Concurrent think-aloud

Line	Code	Protocol	Action Protocol
01	03	A It means the writing in the essay	A & B read description of discourse situation
02	03	B Draft means	
03	03	A Not complete	
04	03	B not complete,	
05	03	A just brainstorming or something, yeah – new lecturer?	
06	03	B Lecturer means teacher - - -	
07	02	B 10 days ago – be late - - -	
08	01	A it means that I have to ask the new lecturer	
09	02	B Very formal	
10	01	A You mean we have to speak in a xxx type?	
11	01	B yeah in a xxx type	A reads description of discourse situation
12	S1H	A Excuse me,	
13	S1H	B Excuse me,	
14	02	A I'd like to - how can I say - -it means the new lecturer	
15	02	our new lecturer has my draft	
16	02	B Returned me - 10 days ago	
17	02	A But still	
18	02	B But still he has but we need	
19	02	A we need - -	
20	02	A Your final draft will now be late and not meet the final	
21	02	B It's too bad a situation!	A reads description of discourse situation.
22	S1P	A What can I say?	
23	02	B It's already too late, because of him, because of new	
24	02	lecturer	
25		A 10 days ago, you handed in a draft – new lecturer who	
26		promised to return it 10 days ago – the final draft will now	
27		be late.	
28	03	What does that mean will now be late?	
29	03	B Ah, so it means - -	
30	02	A The situation, where is my draft?	
31	02	B He has now, and then - - it means – it's real essay –	B writes
32	03	final deadline means - - - because I need my draft	
33	01	A Why	
34	01	B Because I can't continue, because I have to correct my	
35	01	draft and this final deadline means we have to complete	
36	03	perfectly, - - but I'm not sure what this means, 'your final	
37	03	draft will now be late' - -	
38	01	A If I don't have the draft I can't continue so maybe I'll	
39	01	late on the deadline	
40	01	B Yeah	B writes B writes B writes
41	01	A So I need a draft, I don't know	
42	01	B So we have to ask extension, or	
43	01	A What	
44	01	B No, just write down.	
45	S1H	A Excuse me,	
46	S1H	B Excuse me	
47	S1H	I'm afraid you promised (laughter)	
48	S1H	I think you have my draft now - - you have got? Or you	
49	S1H	have? – my – draft –	
50	S1H	A You have got?	B writes
51	S1H	You have got my draft 10 days ago, I think	
52	S1H	B I think –	
53	S1H	I think you have got my draft now, or I think you have my	
54	S1H	draft now - -	
55	S1H	B My draft now, final draft – will not meet the deadline –	
56	S1H	could you return it to me?	
57	S1H	A Excuse me, I think you have my draft now, could you	
58	S1H	return	
59	S1H	B Could you return – could you return	
60	S1H	A I'd like to pick up my draft	
61	E1	B Pick up (laughter)	
62	S1H	A I would like to	
63	S1H	B I would like to use	
64	S1H	A I would like to get	
65	S1H	B I'd like you to return to me	

66	S1H	A I don't know	
67	S1H	B Could you, would you - - - would you return it to me?	B writes
68	S1H	A Please	B writes
69	S1H	B Please.	
70		A No I'm afraid that won't be possible, you will have to	A reads reply to
71		wait a few more days – so it means uh	response to
72	02	B He refused	discourse situation.
73	02	A so it means uh	
74	02	B the lecturer hasn't finished checking.	

J1 Transcript
A3 Job
Concurrent Think Aloud

Line	Code	Protocol	Action protocol
01		A You are coming to the end of your studies and you	A reads the description of discourse situation.
02		have seen an advertisement for a job which you are	
03		interested in. You would like some more information	
04		about the job, you phone the company and ask them	
05		to send you the information.	
06	S1H	A Hello hello	
07	S1H	B Hello hello – I have just found your advertisement	
08	S1H	A my name is xxx	
09	S1H	B And I would like to ask to send some information	
10	S1H	A Um I have seen your advertisement and I am	
11	S1H	interested in	
12	S1H	B your job	
14	S1H	A Your job	
15	S1H	B Your company	
16	S1H	A Can I have more information so could you send me	
17	S1H	– finish.	
18	S1H	B Excuse me	
19	S1P	A no need – hello	
20	S1H	B Hello	
21	02	Is it telephone?	
22	02	A No telephone, I don't know	
23	S1H	B Hello	
24	S1H	A Hello	B writes
25	S1H	B I have seen – seen –	B writes
26	S1H	A your advertisement	B writes
27	S1H	B advertisement – and – I am interested in	B writes
28	S1P	A We need 'I'	
29	S1H	B no – but – yes I think we need – and I am	
30	S1H	interested in your company - - -	B writes
31	S1H	A Would you send me, would you send – me – more	B writes
32	S1H	Or can I have	
33	S1H	B could you send me – more information	
34	S2	A Bro, bro, bro -	
35	S2	A Catalogue or something?	
36	S1H	B Yes, brochure? Information brochure.	
37	E1	Brochure is OK I think	
38	S2	A I think brochure is only one	
39	S2	B I don't know	B gasps
40	S1H	A Brochure, please, finish.	B writes

J1 Retrospective interview
A1 – 3

Line	Code	Protocol
01		R These are situations A1 – A3. Can you tell me what
02		you were thinking about or what did you notice, about
03		any of those 3 situations? What did you feel was
04		important about each situation as you were thinking
05		about how to respond?
06	S4T	B Asking for something which we need? - -
07		R uhuh. Were there any parts of the situation which
08		you felt were important in deciding what to say? - -
09	S4T	B Which part? - -
10		R Yes any part of each situation is there anything you
11		particularly considered in deciding what to say?
12	O2	B Most important thing is – I need to go home - -
13	O2	A I think this is a conversation but you know he or she
14	O2	doesn't know me xxx
15	O2	B Yes - - so what do you think is important? - -
16	O2	A Go to home, I think
17		R OK what about the other two situations, was there
18		anything in the situation which you felt you should
19		consider when you decided how to make your request,
20		you were deciding what words to use, did you consider
21		anything particularly important about the situation?
22	S4M	B We need a draft - -
23	S4T	A Excuse me you mean when we are thinking about
24	S4T	this conversation so what is more the considered
25	S4T	B Like stress, focus
26	O2	A I think I have to talk to a new lecturer, it's not a
27	KSS	friend so I have to use the more formal word or formal
28	KSP	form. I mean 'Hey lecturer could you give me my
29	KSP	draft?' I can't say, so I have to say 'Would you like' or
30	KSP	something What do you think?
31	KSP	B Yes, I think so.
32		A So, how can I say? Also in my case, I don't take a
33		long time, so it's a very short sentence (laughter)
34		R So that was for A2
35		A Yes A2
36	KSS	We need a more formal form, or good word
37	KSS	B Yeah, good word.
38		R OK and if you think back to what you did decide to
39		say for each situation were you happy with what you
40		decided or would you want to change anything? Would
41		you alter or change anything that you've decided to
42		say?
43		A You mean about A2
44		R In all of them, yes in all of them?
45		A & B It's OK
46		R And what language were you thinking in?
47	LT	A In English
48		R thinking in English, OK. If these situations were in
48		Japan would you make any changes
50	S5	A But I think uh surely the uh big uh different point
51	S5	between Japanese and English, in Japanese when I
52	S5	speak the Japanese we just changing the word, I mean
53	S5	the xxx and women and the man use different word. I

54	S5	mean the xxx sentence xxx different word, everything is different. In English, just change the form, I mean could you, would you, can you or something, but in Japan we have a different form. For example when I talk with my teacher, completely different from talking with my friends. The sentence is different, the word is different, the voice. English is more – how can I say – simple B More casual A Casual, no I think is simple. Because we can change – some form, could you, would you can you. I don't know about the slang R OK, thanks.
55	KSP	
56	KSP	
57	S5	
58	S5	
59	KB	
60	KB	
61	KB	
62	KB	
63	KB	
64	KSP	
65	KSP	

J1 Transcript
B1 Restaurant
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		A What do you think?	A and B read.
02	S1H	B We haven't got enough knife and fork – could	
03	S1H	you bring it please?	
04	S1H	A In my case, maybe I say can I have my	
05	S2	cutnery please (laughter)	
06	S2	B cutner?	
07	S2	A cutnery	
08	S2	B cutnery?	
09	S1H	A can I have my cutnery please? – too straight?	
10	S3S	Too straight, I don't know	
11	S3S	B I don't think so. In the restaurant, maybe the	
12	S3S	customer is xxx	
13	S1P	A What do you say?	
14	S3S	B I don't think we need to be polite, not so	
15	S3P	polite, just ask – yes, just like that. Say 'can I'.	
16	S1H	A Can I have my – cutnery	
17	S2	B Can I have my – don't know how to spell	
18	S2	A Don't know, c-u-t?	
19	S2	B Cutnerly is it?	
20	S2	A No, cutlery, I don't know, like the furniture. - -	B writes
21	S1H	Please. Next one.	

J1 Transcript
B2 Library
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		A You have decided to study in the public library	A reads description of discourse situation.
02		For a - change xx children behind you are	
03		making a noise, you can't see their parents, ask	
04		them to be quiet, to be quiet.	
05	S1H	B Be quiet	
06	E1	A yeah (laughter)	
07	S1H	B Can you, can you be quiet?	
08	E1	A Yeah	
09	S1H	B Just be quiet	
10	E1	A Yeah	
11	S1H	B Can you be quiet?	
12	E1	A No, be quiet	
13	S1H	B Just 'Be quiet'. Be – quiet.	B writes.

J1 Transcript
B3 Room
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		A You have decided to allow another student to	A reads.
02		stay in your room for a small fee while you go	
03		home on holiday. You have not met the student	
04		(ooh) as you leave the room ask her to clean	
05		and tidy it before you return.	
06	S1P	B What do you think?	
07	S1P	A No, my speaking is straight - -	
08	S1P	B Go ahead, what do you think	
09	S1H	A Could you clean up my room and then xxx	
10	S1H	before I come back to this room please.	
11	E1	B Yeah (laughs)	
12	E1	A So simple. No good? I don't know.	
13	E1	B Yes, it's OK	
14		Could you clean and tidy my room before I xxx	B writes

J1 Retrospective interview
B1 – B3

Line	Code	Protocol
01		R What were thinking about at the time, why did you plan, why did
02		you decide to say what you did say for each of the 3 situations,
03		what were you thinking of at the time?
04	02	B In the first case - - - maybe saw the waiter, because the waiter is
05	02	far from us, maybe we don't call because we know she is coming
06	02	soon -- it's the situation, the time we say this question when I want
07		to say this question -- you mean this one?
08		R Yes any of them
09		A I was thinking he will say this after a meal and so, I just did my
10		meal I mean the dish. I have no cutlery so ask her or him.
11		B Yeah
12		R You said there was no need to be polite in the first case
13	KSP	A No just a polite 'please'
14	KSP	B No so formal because xxx so we need knife and fork
15	FS	A I don't know, maybe I have never been in an expensive restaurant
16	FS	(laughter) just takeaway, I don't know.
17		R did you notice the waiter's reply?
18		A Yes, yes
19		B Yes, yes
20		R Anything else about the two other situations, B2 and B3?
21	KSS	A So B2 is 'be quiet', is not -- but only a short sentence, but I think
22	KSS	it's not speaking -- what can I say. I can tell them to the children 'be
23	KSS	quiet' or something the sound is different, the same word, 'be quiet'
24	KSS	is too strong, but if I say be quiet with a smile and soft voice is not
25	KSS	so strong -- not only what can I say.
26	KSS	B Not strongly
27	KSS	A We can use body language and face
28	KSS	R So you don't want to be too angry
29		A No angry because the first time
30		R What about the third situation, the room, what were you thinking
31	KSS	of there? What were you considering to be important?
32	KSS	B In this case, if you order something it's too strong, some question
33	O1	form is better.
34	O1	A But you know, I think she have to keep it clean
35	O1	B yes
36	KSS	A So I think, she have to keep it clean, so I think so strong, so I
37	KSS	don't need to be polite to her, because you know I want to say, you
38	KSS	must keep it clean to my room, but I can't say because I don't know
39	KSP	about her so this is the first meeting so I can't say you must, you
40		have to, so I just say could you clean
41		B Actually means this one, but you can't say.
42	KSS	R So 'you must' would be too strong?
43	KSS	A Yes if I know her before, then we can say you have to, but this is
44	S5	the first time meeting so we can't say, maybe Japanese style, I
45		don't know
46		B Yes (laughter)
47		R Would you say anything different if the situation were in Japan?
48	S5	Would you consider other things?
49		B Maybe like this case, maybe seldom, we don't say
50	S5	R So that's for B2.
51		B Yes, because we ignore even if they are noisy
52		R You wouldn't say anything?
53		B No, sometimes do, but no worry
54		R And the other two situations would be
55		B This one of course we do
56		A Yeah
		R OK.

J1 Transcript
C1 Extension
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		A You have been asked by your	A reads description of discourse situation
02		lecturer – need more time – ask for an	
03		extension	
04		What do you think?	
05	O1	B I think we have to be polite because	B writes
06	O1	we have to ask - an extension	
07	S1P	A so -	
08	S1H	B So - - uh – I need some extra time	
09	S1H	for giving a seminar paper – could you	
10	S2	-- uh -- what verb? – I'd like to ask	
11	S1H	you – an extension - - what do you	
12	E1	think? - - -	
13	S1H	A Can I take more – can I take more	
14	S1H	longer for my seminar paper – can I?	
15	S1H	May I –	
16	S1H	B Could I?	
17	S1H	A Would you give me?	
18	S1H	B Yeah would you give me an	
19	S1H	extension	
20	S1H	A give me an extension for my	
21	S1H	seminar paper because I tried that but	
22	S1H	it not finished so I need more time –	
23	S1H	please (laughter)	
24	E1	B Yeah OK Could I	
25	S1H	A Could you give me an extension for	
26	S1H	my – could you give me an extension	
27	E1	for my – strange -	
28	S1H	B Could you allow me, could you give	
29	S1H	me a permission of an extension –	
30	S1H	could you give me	
31	S1H	A Could you give me an extension for	
32	S1H	B giving you because I did my best	
33	S1H	but - - I had tried to finish but I	
34	S1H	couldn't.	
35	S1H	A Full stop.	
36		B Yes of course! So nice.	B reads reply to response.

J1 Transcript
C2 Book
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		A You need an important book for your essay. The	A reads the description of the discourse situation.
02		book is not available in the library, you know your	
03		lecturer has a copy of the book you need. Ask to	
04		borrow the book.	
05	S1H	A Excuse me	
06	S1H	B I have tried to find the book for the essay – but it	
07	S1H	was	
08	S1P	A First I have to borrow a book so, I think the first	
09	S1P	sentence is I have to tell the, so	
10	KB	B I always I think you always say the question first,	
11	KB	but I think I always explain something and then I	
12	KB	will use the question form	
13	KB	A Uh uh	
14	KB	B May be	
15	KB	A completely different (laughter)	
16	KB	B Yeah completely different, I think so	
17	E1	A so our problem	
18	KB	B no no no. I think it's OK but our way of speaking	
19	KB	is really different.	
20	S2	A My problem is I don't know is I can't use a lot of	
21	S2	vocabulary in my speaking.	
22		B No no no not that meaning, I'm not saying this	
23		one.	
24	KB	A I want the people understand my speakingit's my	B writes
25	KB	way because I want to borrow so I want to tell it	
26	KB	first and then explain.	
27	KB	B And then explain	
28	KB	A So they know I want to borrow the book so I say	
29	KB	everything – speaking – so at first I tell them, Oh	
30	KB	she want to borrow the book, and then why.	
31	S5	B Because even in Japanese I speak in this way.	
32	S5	A Which this way?	
33	S5	B I explain first, then I will ask.	
34	S5	A No in Japanese I just uh I just the conclusion	
35	S5	first.	
36	S5	B Yes, the conclusion, so 'I want to borrow'	
37	S5	A I want to borrow, because, same way in	
38	S5	Japanese	
39	KB	B Really, so different (laughter). It's very	
40	KB	interesting, don't you think so (laughter)	
41	KB	In this case it's not such a big problem	
42	KB	A No I think it's very interesting, Japanese one and	
43	KB	Japanese two (laughter)	
44		B How funny, so	
45	S1P	A I don't know. How can I say, the professor, or?	
46	O2	B This one is lecturer. Can I, could you? It's my	
47	S1H	turn – I tried to find a book in the library - - but – it	
48	S1H	– could you – could you lend me – your book –	
49	S1H	please.	
50		A They usually	A and B read response to reply.

J1 Transcript
C3 Lift (2)
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		A you need a lift – your lecturer is going your way. Ask for a lift.	A and B read together.
02			
03	S1P	A What can I say? - -	
04	S1H	B So, if you don't mind, would you mind giving a lift for me?	
05	S1H		
06	S1H	A Um	
07	E1	B OK	
08	E1	A Yeah - - -	B writes
09	S1H	B Giving a lift for me –	
10	S1P	A to where? - - home	
11	S1P	B yeah, home	B writes
12	S1H	A Lift to home	
13	S1H	B give me a lift	
14	S1H	A give me a lift to home	
15	S1P	B someone says give me a lift – they don't say home I	
16	S1H	think. Give me a lift for me, no give a lift for me	
17	O1	A No I mean that I want to go, I need to go home, not the	
18	O1	station, the lecturer has to drive me to my home	
19	O1	B I thought –	
20	O1	A That's OK, don't worry	
21		B I don't know	
22	S1H	A Would you mind give a lift for me – to my house,	
23	S1H	B Yeah to my house	
24	S1H	A to my home? I don't know	
25	S1H	B to my house	
26	E1	A It's strange?	
27	E1	B No I don't think so	B writes

J1 Transcript
C1 – 3
Retrospective interview

Line	Code	Protocol
01		R What were you thinking of and considering when planning your answers? You had a lot of discussion on C2 on the book.
02		B maybe this is very formal, for the lecturer - -
03	O2	A We found that our thinking is a completely different way. I mean her
04	KB	speaking at first you explain everything.
05	KB	B Yes I explain the details
06	KB	A Explain everything, details. By speaking at first its conclusion, it's very
07	KB	straight and then I just explain the xxx of words. So, but we are also the
08	KB	Japanese
09	S5	B yes even we speak Japanese
10	S5	A yes we just thinking in the same way. When I speak Japanese I use
11	S5	the same way.
12	S5	B maybe to my friend if I want to borrow something, maybe straight
13	KSS	forward I say I want to borrow, can I borrow it? But maybe to the teacher
14	KSS	or lecturer, I will explain first.
15	KSS	A Ah completely different, I am the opposite. When I talk to my teacher I
16	KSS	have to say -- I want something because I want, but when I talk to my
17	KSS	friend at first I did -- so could you borrow, lend me the book?
18	KSS	B So interesting (laughter)
19		A So I don't know why, I think one of the reasons my supervisor is so
20	KSS	busy so I have to tell him straight.
21	KSS	R OK did you notice anything about the replies you had -- in some cases
22		you had a reply in C1 for example and in C2 you had a reply when you
23		were planning what to say. Did you notice the reply from the lecturer in
24		C1 and C2?
25		B No
26	O4	R Maybe you noticed after you decided what to say?
27		B Yeah, we didn't notice.
28	O4	R So is there anything you want to mention about that. Were you thinking
29		in Japanese or were you thinking in English?
30		B In English
31	LT	A But you know, now I'm a little bit confused because I'm thinking in
32	LT	English -- now becoming thinking in English. But how can I say -- the
33	LT	thinking way is still Japanese way.
34	S5	B Ah yes
35	S5	A The lecturer is older than me and has status and completely different
36	KSS	to a friend so I have to be more formal. I don't know about here, I don't
37	KSS	know how the English people say to the teacher or the pupils. I don't
38	KSS	know as I stay here only a couple of months. Just my thinking in
39	KSS	Japanese -- thinking in English and speaking in English.
40	S5	B you mean thinking in Japanese means -- your way of speaking is your
41	S5	thinking in Japanese
42	S5	A you know, my culture is Japanese, but I'm speaking in English and
43	S5	Thinking in English but you know --
44	S5	B Yeah I know what you mean
45	S5	A I'm not English
46	S5	B But some parts of Japanese still remain.
47	S5	A No no no all of me is Japanese, my culture is Japanese, the thinking
48	S5	way. He is older than me, so I must be polite, I must give him my chair, I
49	KSS	can't talk the rowdy boys -- I have to keep the distance and everything is
50	KSS	Japanese culture. I don't know if the English people have to keep the
51	KSS	distance, I don't know.
52	KSS	B Even I call my teacher, like H -- it sounds strange -- we never call a
53	KSS	lecturer
54	KSS	A For example it's a Friday today so every tutor told me 'have a good
55	KSS	weekend'. So I can't say 'you too' because you know, we are not the
56	KSS	same. I just say 'thank you very much -- I hope you have a good
57	KSS	weekend'. So it's so strange a sound but I can't say ↑ 'You too, see you
58	KSS	Monday'. Too strange.
59	KSS	B At first, I thought, but gradually maybe I am changing in my mind -- but
60	KSS	sometimes I still feel strange.
61	KSS	A Maybe different customs
62	S5	B culture difference
63	S5	A culture, custom, habit
64	S5	B the attitude to the people is different, yes I think so.
65	S5	

66	S5	<i>Translated from Japanese</i>
67	S5	A It is possible to transfer what I think in Japanese and to translate it in
68	S5	English. But I think there is one thing which is impossible to transfer from
69	S5	Japanese to English – culture, custom, attitudes, and mental climate. For
70	S5	example, it is natural for us Japanese to behave politely to the older
71	S5	generation.
72	S5	B Yes, I agree, we can't do this instantly
73	S5	A We can't do it at all. The Japanese uses a hand downward movement
74	S5	to call out for somebody, whereas the English uses a hand upward
75	S5	movement
76	S5	B Yes, we do
77	S5	A These different custom and attitudes will never be transferred when I
78	S5	speak English. The mental climate stays the same and unchanged.
79	S5	B Yes
80	S5	A We can never fully adopt the English culture.
81	S5	B No, it's impossible
82	S5	A It's interesting
83	S5	B We can improve our English language but we can never fully adopt the
84	S5	English culture. I don't know how to express perfectly in English because
85	S5	I have a disadvantage. My attitude should always be polite, because I'm
86	S5	Japanese.
87	S5	A Because language is a tool: even when we change tools our way of
88	S5	thinking never changes.
89	S5	B Yes, I agree with you.

J1 Transcript
D1 House Help
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	S1P	B I think,	A and B read description of discourse situation silently.
02	S1P	A Yeah	
03	S1P	B Maybe she is going to ask first 'are you	
04	S1P	available over the vacation?'	
05	S1P	A Mm - -	
06	S1H	B Do you have any plan, over the	
07	S1H	vacation?	
08	S1P	A And then	
09	S1H	B And then - 'cos I want to ask you, want	
10	S1H	to ask your help	
11	E1	A It's OK	
12	S1H	A Do you have any plan	B writes
13	S1H	B over the vacation - plans	B writes
14	S1H	If you free, can you help? You have to use	
15	KSP	'could' or 'would'. I don't think	
16	S1H	A If you are free, I need your help - too	
17	E1	straight? Too straight?	
18	E1	B No I think it's OK, it's OK. 'Cos it's your	
19	O2	friend's mother, your friend's mother.	
20	S1H	A no, could you, would you, can you	
22	E1	B Just I feel it's OK - can	
23		A Sure no problem, let me know when you	B writes
24		need me.	A reads response.

J1 transcript
D2 Hospital
Concurrent Think Aloud

Line	Code	Protocol	Action protocol
01	01	B It's an emergency - - - just now, again, I	
02	S1P	thought I'd have to explain first (laughter)	
03	S1P	A Why, why? - - What can I say?	
04	O2	B Ah, elderly neighbour - so I have fallen	
05	S1H	down - -just now I have fallen down from	
06	S1H	the stairs - just had a fall	
07	S1P	A No way (laughter) - -	
08	S1H	B I have just - -	B writes
09	S1H	I have just fallen - can you help me	
10	O2	A She or he is not panic but said 'I have	
11	O2	just fallen' (laughter)	
12	E1	B strange	
13	E1	A strange it's an emergency (laughter) ↓I -	
14	E1	have - just - fallen (laughter)	
15	S1H	B I need to go to the hospital but I fall	
16	S1H	down. Fall down fall down, ↑help me I need	B writes
17	S1H	to go to the hospital. OK?	
18		A 'wants to help her to get to the hospital'	A reads
19	S1H	B Could you bring, could you drive me,	
20	S1H	could you	
21	S1H	A Could you bring me	
22	S2	B Not bring me	
23	S2	A Why?	
24	S2	B could you bring me back?	
25	S2	A I can't say bring me?	
26	S2	B If you say could you bring it to me	
27	S2	A Carry?	
28	S2	B Carry	
29	S2	A Yes	
30	S2	B Yes could you bring me there	
31	S2	A Yes, I don't know, how different?	
32	S2	B If you say 'could you bring it to me, it	
33	S2	means could you carry could you get it for	
34	S2	me, - I think it's OK.	
35	S2	A No, you can say, can you bring your	
36	S2	friend to the party.	
37	S2	B Ah yeah you can,	
38	S2	A yeah, it's the same	
39	S2	B I'm confused now	
40	S2	A But I don't know you don't have to go to	
41	S2	the hospital, I can use the 'bring', I don't	
42	S2	know. The 'carry' I don't know.	
43	S2	B 'carry' I don't think is OK	
44	S2	A because fall down	
45	S1H	B carry (laughter) - could you bring me to	B writes.
46	S1H	there	
		A Next	

J1 Transcript
D3 Police
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		A Policeman, the local policeman who you have met	A reads description of discourse situation
02		before wants you to remove your car to make space	
03	S2	for a removal van – what does this mean 'removal'	
04	S2	B you know van, just van	
05	S2	A yeah I know	
06	O2	Policeman, not so polite.	
07	O2	B Very friendly	
08	O2	A friendly?	
09	O2	B You have met before	
10	O2	A Oh yeah, you have met before – 'Hi mate'	
11	S1H	(laughter) no. Policeman said	B writes
12	S1P	B Policeman said	
13	S1H	A Can you - -	
14	S1P	B But ah policeman said, now I confused again	
15	S1H	A Can you move your car - -	
16	S1H	B Could you – because this is asking	
17	S1H	A could you move your car -	
18	S1H	B your car, because	
19	S1H	A Please	
20	S1P	B you don't explain	
21	S3S	A could you move your car please, no need please?	
22	E1	B Please yes,	
23	S1H	A because, full stop then because	
24	S1H	B Because I want	
25	E1	A No he? - -	
26	S1H	Because I need a space for a removal van	B writes

J1 transcript
D1 – D3
Retrospective interview

Line	Code	Protocol
01		R Ok, so in D1 – D3, what were the things about the situations that you were considering? What did you notice about the 3 situations?
02		B This is we have to expect because these are not our sentences.
03	O1	R When you say 'these are not your sentences' you mean someone is talking to you
04		B We consider about the standard of – these are not so formal
05	O2	A It should be because you know about D2 never fall down – it's an emergency
06	O2	– no humour – usually people are in a panic I think.
07	O2	R So did that affect what you chose to say, what you entered on the form?
08		B - - - Form?
09	S4T	R Or was there anything else you thought about when planning what to say when you were planning what the people would say to you – any aspects you thought were important, for example with the policeman?
10		A We have noticed the imagination of the policeman – so we were thinking – I don't know a Japanese policeman, or an English policeman
11	FS	B Yes
12	FS	A Because I haven't
13	O2	B I was thinking of Japanese situation
14	FS	A Yes because I haven't talked with an English policeman so – maybe he speaks in an English xxx
15	FS	R Would any of these situations be different in Japan, would you respond differently in your home culture?
16		A What do you think
17	S5	B Not so big different
18	S5	A The same
19	S5	B Yeah the same. Sometimes in Japan a policeman's attitude is big, not so friendly
20	S5	A Not so friendly
21		R so you think for the policeman situation he may
22	KSS	B Maybe he may say 'can you'
23	KSS	A Have to
24	KSS	B Can you move it
25	KSS	A or 'move the car immediately' or something
26		R so it would be more direct?
27	KSP	A and B Yes yes.
28		R Did you notice anything about the replies in D1 or D2 and did they affect your choice of words?
29	O3	B yeah we noticed this one, here
30		R so that's in D2
31	O3	B but it doesn't affect
32	O3	It's an emergency so we can't expect what she's response
33	O1	A You have to do there's only one way she really need to go to hospital
34		R so you wouldn't reply in that way, you wouldn't have said 'no'
35	O3	A You can't say
36	O3	B you can't say
37	O3	A If I have to if I can't leave the house I can call to the emergency call or something, we can find another way to help her or the neighbours.
38	O3	R OK

J1 Transcript
E1 Notes
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	S1H	B Can you lend me, can you lend me your	B writes
02	S1H	notes?	
03	S1H	A I missed the lecture yesterday, can you	
04	S1H	lend your notes please?	
05		B I – lecture – yesterday – can you lend me	
06		your notes?	
07	E1	A OK	

J1 Transcript
E2 Kitchen
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		A sharing a kitchen with another student who	A reads description of discourse situation
02		has left it in a mess –	
03		B ask	
04	S1H	Why should I? – you clean it – too bad	
05	S1H	A Why don't you clean it?	
06	S1H	B Why don't you clean the kitchen before you	
07	S1H	left – you must	
08	S1H	A You must (laughter)	B writes.
09		They don't –	
10		A Yeah	
11	S1H	B Why didn't you clean the kitchen before you	
12	S1H	left?	

J2 Transcript
E3 Party
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		A Your room mate is a good cook - - we had	A reads description of discourse situation
02	O1	a party?	
03	O1	B Yes we had a party	
04	O1	A We're going to have a party?	
05	O1	B Yes we're going to have a party	
06	S1H	I know you are a good cook - -	B writes B writes B writes B writes
07	S1H	Please cook	
08	S1H	We're going to have a party – party	
09	S1H	You cook well	
10	S1H	A Don't you mind?	
11	S1H	B Don't you mind – preparing	
12	E1	A Yes, B finish.	

J1 Transcript
E1 – 3
Retrospective interview

Line	Code	Protocol
01		R What did you notice about the situation, how did you decide to make your request?
02		B This is not so serious problem, but this one – is – you don't need to use
03	O2	A It's a friend
04	O2	B Yes to a friend
05	O2	A but E1 to E3 I have to ask to my friend
06	O2	B so not so directly but keep xxx but not so formal
07	O2	R So which one is less formal
08		A E2?
09		B E2
10		R E2
11		B Because it is not our fault
12	O2	A So you know, in our country you can't stay a dirty dish in the kitchen
13		because there are a lot of cockroach in Japan
14		B Yes must keep clean
15		A Yes every time we must keep clean the kitchen and the other room, but
16		now I think the people stay there a lot of dirty dishes here
17	FS	B they leave it, they leave it.
18	FS	A Every time I wash up you know every day – terrible
19	FS	R And what about the student, the reply? They don't want to clean it
20		A Can't believe it
21		B I can't believe it because it's the student fault
22		Because sharing together means you have to co-operate
23		R OK anything else that you noticed about the 3 situations? Were you
24		comfortable with your replies?
25		B Yes
26		A It's OK
27		B Yes.
28		

J1 Transcript
F1 Bus
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		A only one seat is free, you ask a student	A reads description of
02		who you don't know to move over and make a	discourse situation
03		space – yeah.	
04	S1H	Could you make a space for me (laughter)	
05		B Yeah	
06	S1H	A for me please	
07	S1H	B yeah for me please	
08	S1H	A Can I have a seat	
09	S1H	B yeah can I have a seat	
10	S1H	Can you give us room	
11	O1	A we need two seat? (laughter) no. - -	
12	S1H	May I have a seat? Can I? May I have?	
13	S1H	B Could I can I have? Have – a room	B writes
14	S2	A Room? What's that, room, what's that	
15	S2	mean?	
16	S2	B I mean	
17	S2	A Space	
18	S2	B space	
19	S2	A space, I don't know	
20	S2	B room for me?	
21		A Mm, next one	
22	S1H	B Can I have a room for me,	
23		A Uh?	
24	S1H	B Can I have a room, is OK?	
25	E1	A Mm	

J1 transcript
F2 Money
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		A You are a student in the – you realize you	A and B read description of discourse situation
02		have left your money	
03		B lunch queue	
04		A and you realize oh oh	
05		B Ask the student	B writes
06		A I'm afraid not, I really don't have enough	
07	S1H	B I left my purse at home, can you lend me	
08	S1H	money?	
09	S1H	A Can I borrow	
10	S1H	B Can I borrow, yes. I left – my purse – at	
11	S1H	home – can I borrow your money? OK?	
12	S1H	A – please	
13	S1H	B please. And then my name is xxx	

J1 Transcript
F3 Music
Concurrent Think Aloud

Line	Code	Protocol	Action protocol
01		A the student in the room in the student	A reads description of
02		accommodation is playing – go her room –	discourse situation
03		and ask her turn it down	
04	S1H	B xxx give me	
05	E1	A no need	
06	O2	B no need – is it midnight? When doesn't	
07	S1H	Do you mind	
08	E1	A No need	
09	S1H	B ↑Turn it down	
10	S1H	A That music, no way	
11	S1H	B no way, so – can you	
12	E1	A No	
13	S1P	B Order	
14	S1H	A Yes, turn it down (laughter)	
15	E1	B First, maybe a little just question	
16	S1P	A Oh so, we can use a very informal word	
17	S1P	and speak loudly	
18	S1P	B Yes speak loudly	
19	S1H	A That's good. Excuse me, could you turn	
20	S1H	the music down, please!	B writes
21	S1H	B Like ironic, sarcastic, could you turn the	B writes
22	S1H	music off	
23	S1H	A off	
24	S1H	B off (laughter)	
25	E1	A not turn down, turn off	B writes
26	E1	B off, are you sure (laughter)	
27	E1	A No	
28	S1H	B Turn the music down, I can't sleep.	
29	E1	A OK?	
30	E1	B Yes.	

J1 Transcript
F1 - 3
Retrospective interview

Line	Code	Protocol
01		
02		
03		R What did you notice about these situations, what was it about
04		these situation which helped you decide?
05	O1	A This one and this one is similar kind of question type.
06		R F1 and F2?
07		B Because we want to ask
08	O1	A But you know F2 is about money, completely different about a
09	O1	seat, the space.
10	O1	B This one is more asking
11		R That's F1
12	O1	A The space but money is a more serious problem
13	O2	B This one is maybe you can expect she is going to say yes
14	S5	A But I think in Japan you don't ask somebody
15	S5	B We don't ask
16	S5	A You just leave it
17	S5	B But if you ask maybe nobody would refuse
18		A If you ask
19	O2	B If you ask this question nobody would refuse I think but in this
20	O2	case, maybe we are not sure if she is going to but in this case,
21	O2	maybe we are not sure if she is going to.
22		A But you know it's a courage
23	S5	B so they must have, you mean
24	S5	A In Japan nobody refuse
25	S5	B Yes nobody refuse
26	S5	A Should be may be
27	S5	B Not may be I agree, I agree.
28		R this is F2, the money, nobody would refuse?
29	O2	A because this situation it's the courage
30	O2	B This situation is the lunch queue means everyone wants to
31	O2	have lunch, they must have
32		R So the reply you get from the student in Japan you wouldn't
33		get that reply.
34		B No
35		R what about in F1 would you get that reply?
36	S5	B yes, normally, but we seldom ask about giving a room, giving
37	S5	enough space
38	S5	A But we have an announce in the train, conductor talked to us
39	S5	B The one seat is for people.
40	S5	A this seat is for 7 people, please sit down there tightly.
41	S5	B yes.
42	S5	A Sometimes
43	S5	B For everyone
44	S5	A Sometimes you know especially in winter, people wearing a
45	S5	lot of coats or something they need a wide space sitting down 5
46	S5	or 6 people the conductor so sitting for 7 people.
47	S5	R so the conductor would tell you so you wouldn't have to ask,
48	S5	wouldn't have to ask the question.
49	S5	A Just announce
50	S5	B Strange
51	S5	A Strange
52	S5	B Strange always noisy in the train.
53		R And in F3, in the music you said there was no need to say
54		excuse me, or do you mind, what were you thinking of then?
55		A No way, you can't do
56		B Maybe we xx down, formal way, maybe the way of speaking is
57		A strange, we can't do.
58		R what is strange you said it's strange
59	O2	A Because you know, if you want to wake up the xx but and
60	O2	other people and 10 people are sleeping I have to keep quiet.
61	S5	B Yes, you mean in Japan.
62	S5	A In Japan
63	S5	B In Japan, yes, we always think about other people, so
64	S5	A My mother told me if I come back get home late then you
65	S5	don't turn on the light because, you know, neighbours come

66	S5	back late this time I'm very ashamed about you so you have to
67	S5	change your clothes in the dark and you have to take a xxx so
68	S5	strange.
69	S5	B Yeah, a little strict, but my mother sometimes strict as well.
70	S5	A So people thinking other people are watching
71	S5	B Yes, always care about other people, what they think or what
72	S5	they feel.
73		R And you feel that's the same thing here you would do the
74		same thing here or not so much?
75	FS	B Because in a like situation we seldom see
76		R F3?
77	S5	A But remember we had a question about the kitchen and the
78	S5	same things, we shared the same place, at first we have to think
79	S5	about another person or another people, so we use the kitchen,
80	S5	then finish. I don't want the washing up but you know someone
81	S5	need it after me so
82		B Commonsense
83	FS	A Yeah. But here is people doesn't matter that thinks it's very
84	FS	comfortable for us we don't have to care
85	FS	A To relax ..we don't have to think about so much too much
86		(laughter)
87		A People watching and you know
88	FS	B Nobody care
89	FS	A Nobody care us and it's very free.
90	FS	R OK.

J2 Transcript
Practice Session

Line	Code	Protocol	Action Protocol
01	O1	B What will you say?	B writes
02	O1	A For the student?	
03	O1	B Yeah.	
04	O2	A To the student.	
05	O2	B To the student.	
06	S1H	A 'Could you borrow your book?' Oh no	
07	S1H	'Could you lend your book?'	
08	S1H	B I think - yeah 'Could I borrow your book for	
09	S1H	a few days?' 'I'm in hurry and -' . I think I have	
10	S1P	to say the reason I need the book, why I need	
11	S1H	the book. So I will say 'Could I borrow your	
12	S1H	book for a few days?' 'Because I need it	
13	S1H	immediately' like that.	
14	E1	A Yes, better. It's better.	

J2 Transcript
A1 Lift
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
		---	A and B read description of discourse situation silently
01	O1	B What will you say about this? - -	
02	S1H	A Me first? 'Excuse me'	
03	S1H	B 'Excuse me', yeah. 'Could you give me a	
04	S1H	lift please?'	
05	S2	A A lift?	
06	S2	B 'A lift' - ah I forgot, maybe I - - in my	
07	S2	memory I think - 'give me a drop' - I forgot.	
08	S2	So - - uh -	
09	S1H	A 'Could you help me?'	
10	S1H	B 'Could you help me?' Okay.	
11	S1P	A I think we should describe our situation.	
12	S1H	B Yeah. So 'I want to go back to my house	
13	S1H	but there are no buses, and I know you live	
14	S1H	(laughter) near my house'. Like that?	
15	E1	A Yes.	
16		B (laughter)	
17	S1H	A 'Could you help me? My car is broken'	B writes
18	S1H	B Ah 'My car is broken' - and there is no	B writes
19	S2	buses'. There are? 'There is no bus'. 'Could	
20	S1H	you give me a drop?' - 'Could you give - -' I	B writes
21	S3P	think I should say more politely. - - If I were	
22	S1H	the person I would say 'If you could, if you	
23	S1H	could, I would like you to drive, to to to take	
24	S1H	me to my house'. You agree?	
25	E1	A Yeah - - 'Could you?'	B writes
26	S1H	B 'Could you?'	
27	E1	A No 'I'd like - -'	B writes
28		B ' - - my house because you - 'I know	B writes
29		you're living near my house' Okay.	B writes

J2 Transcript
A2 Draft
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		B 'You handed in draft essay - - um - - -	B reads
02	O1	A He took - I think he took xxx	
03	S1P	B Yes, yes. - - - what would you say? - - -	
04	S1H	A Mm - - 'Can I have my essay back?' - - -	
05	E1	B - Do you think it's enough to ask him? - - I	
06	S1H	think I - - 'Can I have my essay back?' 'I think	
07	S1H	I should have should have had it now'.	
08	S2	A Uh?	
09	S2	B 'Should have' because	
10	S2	A I should?	
11	S2	B 'I should have had -'	
12	S2	A 'Have had'?	
13	S2	B Yes yes.	
14	S2	A Because the - in Japanese?	
15	S2	I should have - now	<i>Translated from Japanese</i>
16	S2	B xxx	<i>Protocol.</i>
17	S2	A I want to say 'I think I should have' -	<i>translation</i>
18	S2	B I wish if you had returned it earlier	<i>translation</i>
19	S3P	- more politely	
20	S1H	B 'I wish I had h - I'	
21	S3P	A more -	
22	S1H	'I wish ...'	B writes
23	S1H	B 'I wish I will had - it - more -	B writes
24	S1H	A had it more	
25	S1H	B earlier. Okay, next one.	

J2 Transcript
A3 Job
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		B Okay, next one. 'You are coming to end of	B reads
02		your study and have seen an advertisement	B reads
03		for a job that you are interested in. You	B reads
04		would like some more information about the	B reads
05		job. You phone the company and ask her to	B reads
06	O1	send the information'. Okay. Then I call the	
07	O1	company	
08	S1H	A 'Hello'.	
09	S1H	B 'Hello' (laughter) 'Hello' - um	
10	S1H	A 'I saw ?'	
11	S1P	B Do you think I should say my name first? - -	
12	S5	In Japan we - in Japan xxx you will say your	
13	S5	name first?. I think we don't say our name,	
14	S1H	um so 'Hello - I	B writes
15	S1H	A 'I saw your' -	
16	S1H	B 'I saw your company's' advertisement', so	B writes
17	S1H	A advertisement'	B writes
18	S1H	B 'And I'm very interested in it' Okay? ' and I	B writes
19	S1H	would like to have more information'	B writes
20	S1H	A 'about'	
21	S2	B 'Information of it'	B writes
22	S2	A 'of?'	
23	S1H	B 'about it'. And then she will ask our	
24		address or telephone and I think she will send	
25		some catalogues to us.	

J2 Transcript
A1 - 3
Retrospective Interview

Line	Code	Protocol
01		R Okay, for the second one, for A2 draft you had some conversation in
02		Japanese. Were you talking about how polite you could be? I heard
03		you mention the word 'polite'
04		A & B Yeah.
05		R Could you tell me a little bit about what you were discussing there?
06	S4T	B What did we say? I forgot what we said.
07		R You said you couldn't decide whether to write 'Should have had it by
08		now', you were wondering about whether that was polite or not.
09		B Mm, I said it's more polite because she said her statement is better
10		than mine so I agree with her statement.
11		R Right okay okay. And can you tell me with all these situations what
12		were you thinking about in deciding what to say? What kind of things in
13		the situation did you notice most when you were deciding what
14		language to use?
15	S4T	B To use. Language?
16		R What did you notice about the situations particularly? Was there
17		anything you noticed particularly about the situations? - -
18	S4T	A I don't understand.
19		R No okay. Each situation is different. But did you notice anything
20		about the situation? For example here you're talking to people you
21		don't know. Here you were talking to a lecturer. Here you were talking
22		to somebody in a company. Did you consider anything in the situations
23		when deciding what language, or how to make your request?
24	FS	B At first I amazed the situation. But I have never never experienced
25	LT	like this. Just amazed. First I - for me I'm thinking in Japanese.
26		R Right.
27	LT	B But not actually Japanese, mixture Japanese and English.
28		R Yes. Were you thinking about what you would say in Japan in the
29		same situation in your own country?
30		B Yeah. Actually not Japan. It's difficult to -
31		R Okay, okay, no that's fine. And are you happy with each of these
32		requests? Is there anything you would change at all? Anything about
33		the language?
34	KSP	B This sentence, 'because I know you're living near my house' it's a
35	KSP	little bit um - very assertive.
36		R Too assertive?
37	KSP	B Yeah too assertive. I think if I have more ability to speaking, I think
38	KSP	can say more politely. Because of my lack of my ability I can't say any
39	KSP	more polite. (Laughter)
40		R Right okay, okay. And do you agree? Do you agree with that?
41		A Yeah. Uhuh.
42		R Yeah. Okay. That's fine.
43	S5	B Because I'm Japanese I'm thinking - - typical Japanese think
44	S5	moderately very tentative. So at first I think - - I consider about the
45	S5	person, listener, and think about what the person will think.
46		R Right right. How they will respond to you.
47	S5	B How they feel.
48		R Right.
49	S5	B So I worry that they feel bad, feel disgust or - yeah. I don't want them
50	S5	to feel bad.
51		R Okay okay that's fine.

J2 transcript
B1 Restaurant
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	S1H	A 'Excuse me'	A and B read silently
02	S1H	B 'Excuse me -	
03	S1H	A 'Excuse me - -	
04	S1H	B The easiest way is to say 'Could you give me knife	B writes
05	S1H	and fork please?' Yeah.	
06	S1H	A Yeah 'knife and fork please'.	
07		B They will give us knife and fork definitely (laughter)	

J2 transcript
B2 Library
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	03	A 'change'?	A and B read silently
02	03	B 'Change'. 'You have decided to study in public	
03	03	library for a change' I don't know what the change is.	R explains meaning of
04	S1H	B -- Will you say 'Be quiet please'?	'change'.
05	E1	A -- No.	
06	S1P	B No. I think we don't say, no. We don't say. We	
07	S5	don't say 'Be quiet please' in Japan. Do you agree?	
08	S5	A Yes.	
09	S5	B I think Japanese is very patient people..	
10	S5	We just wait for being quiet (laughter) we say	
11	S5	nothing.	
12	S5	A Maybe in Japan I will - say him these childish	
13	S5	words -- childish words	
14		B Like -	
15	S2	A Like <i>I'm studying here so please be quiet.</i> But I	<i>Translated from Japanese</i>
16	S2	don't know how can I can describe it in English.	
17	S2	B Yeah it's difficult to describe. - -	
18	S2	A So maybe -	
19	S1H	B Body language 'Shh', this way. (laughter) 'Shh!'	
20	E1	I'm not sure. Maybe xxx. Okay.	B writes.

**J2 Transcript
B3 Room
Concurrent Think Aloud**

Line	Code	Protocol	Action Protocol
01		B 'You have decided to- stay in your room -- fee'. -	B reads description of discourse situation
02		--	
03	S1P	A How will you say? (laughter) - - -	
04	S1H	B I think I will say 'Please not, please remember	B writes B writes B writes
05	S1H	you have to clean and tidy the room before I return	
06	E1	Is that okay?	
07	E1	A Strongly	
08	E1	B - - Do you think it's strong?	
09	E1	A Yes.	
10	E1	B Yeah strong. So how will you change?	
11	S1H	A I think it's okay but I will say before the sentence	
12	S1H	I will say 'You can use this room as you like?	
13	S1H	because it's your room, but please'	
14	S1H	B Ah, please, ah okay, 'please clean and tidy ...'	
15	E1	uhuh, I see. Yeah yeah yeah. I agree with this.	
16	E1	'You can use - like - but please - ' okay.	

J2 Transcript
B1 – 3
Retrospective interview

Line	Code	Protocol
01		R Okay. So let's look at these three. This is B1 to B3. You
02		said for B2 for the library that you would say nothing, just 'Shh'.
03		and you said in Japan it'd be different. Want to say a little more
04		about that?
05	S5	B As I said before Japanese is very patient people so they don't
06	S5	say anything. But it depend on people, personalities. Yeah we
07	S2	have a childish word in Japanese, but we don't know how to say
08	S2	childish word in English.
09		R Okay. And in this last one you said that it was too strong.
10		Maybe too strong? The first one 'Please remember you have to
11		clean' is too strong.
12	KSP	A Not too strong, but if I add this sentence before the other
13	KSP	sentence it made more, so this make it – easier
14		R It makes it more easier?.
15		AYeah.
16		R So if you say 'You can use this room as you like but -' then it's
17		more polite?
18	KSP	A Uhuh.
19		R Okay, Okay, so that's fine. So you're happy with these, you
20		don't want to change anything? Okay, let's move on.

J2 transcript
C1 Extension
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	S1H	B Okay. I will say um - 'Excuse me,	
02	S1H	Excuse me but I'm afraid I can't hand in my	
03	S1H	paper on time' --	
04	S1H	So 'I need more time, could I extend?	
05	S2	A 'Extend?'	
06	S2	B 'Extend the - period'. I'm not sure about	B writes
07	S2	that one -- .	
08	E1	You agree?	
09	E1	A Mm, not bad	B writes
10	S1H	A 'I couldn't finish' --	B writes
11	S1H	B - finish yet'. -- 'Could I extend for a few	B writes
12	S1H	days?'	
13	S1H	A 'Could I continue?'	
14	S1H	B 'continue'. How about 'I need more time?'	B writes
15	E1	'Could I continue?' --	B writes
16	S1H	A 'continue' -	B writes
17	S1H	B 'Could I continue' question mark, 'for a	
		while?'	

J2 transcript
C2 Book
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
			A & B read silently
01	S1H	B 'Excuse me, I tried to borrow the book' --	
02	S1H	um --	
03	S1H	A But --	
04	S1H	A 'I want to use a book, but - -'	
05	S1H	B 'I want to use a book but - - - Okay 'Excuse	
06	S1H	me, I - - need a book and I tried to borrow it	
07	S1H	from library but it isn't wasn't available, so	
08	S1H	could you - -'	
09	S1P	A We have to explain you - -	
10	O2	B The lecturer have the book.	
11	S1H	A - - 'I need a book but the book is not	
12	S1H	available in the library so can I borrow your	
13	S1H	book?' --	
14	S1H	A 'I need ...	
15	S1H	B 'I need, I need a book - - ' 'a book you have'	
16	S1H	-- 'Excuse me, I need a book you have'	
17	E1	A How can I 'I need a book you have?'	
18	S1H	B 'Which you have'. 'Excuse me, I need a	
19	S1H	book -'	
20	S1H	A 'The book is not available in the	
21	S1H	library so can I borrow your book?'	
22	S1H	B 'I need a book - - - ' 'Can I?' 'Could I?'	B writes
23	S1H	A 'in the library'.	B writes
24	S1H	B Oh 'in the library', 'in the library'. 'So could	B writes
25	E1	I?'	
26	E1	A Uhuh.	B writes
27		B Okay.	

J2 Transcript
C3 Lift (2)
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		B You have missed the last bus home and	B reads description of
02		you know that your lecturer is going your way,	discourse situation
03		ask her - -	
04	S1H	Um 'Excuse me, I need your, I need your	B writes
05	S1H	help'. 'Excuse me, I need help. I missed the	
06	S1H	last bus - bus.	B writes
07	S1H	A'I missed the last bus'	
08	S1H	B Could you - -	
09	E1	A 'take me home?'	
10	E1	B take me home' (laughter) - - I think it's a	
11	E1	little bit strange. I think of another way to say	
12	S1H	that. 'Could you give me a lift?' or something	
13	S1H	I think. Yeah.	
14		R Okay? Finished?	
15		B Yeah.	

J2 transcript
C1 – 3
Retrospective interview

Line	Code	Protocol
01		R So do you want to say a little bit more about the last one, C3? You said
02		you felt it was a little strange. You've written 'Could you take me home?'
03		Why was it a little strange?
04	KSS	B I think it sounds like the person, the lecturer and I is very like friends.
05		R Yes.
06	KSS	B And like a member of the family. Yeah so I think it's a little bit strange.
07		R So is it a little too close do you mean? As if you're talking to a close
08		friend?
09	KSS	B Yeah.
10		R Because in these situations the lecturer has been teaching you for a year
11		in a small group so you know them quite well.
12		B Oh.
13		R But you still feel it's too close that? 'Could you take me home?'
14	KSS	B Ah – no
15		R Would you like it to be more distant? More polite?
16	E2	B I misunderstood. So can I change it a little bit?
17		R You can change yes, if you're not happy with it you change it, yes.
18	S3S	B So - - maybe - 'Can you -'
19	KSS	A yeah I think it's okay but – (Japanese) 'I'm afraid I couldn't – it's too politely
20		B polite -
21		A So, - can I write it, can I write it?
22		R Yes you can change. So you want to change C1? Uhuh.
23		B - - - finished my essay yet – research paper, my paper, OK finished
24		R Okay. So what were you thinking about as you were deciding what to say
25		here? What did you consider most in these situations? Was it anything you
26		noticed particularly about the situations?
27	O1	B - - I think these are each of them - I have to, I need help, kind of help, so I
28	O1	have to ask for - a favour?
29		R A favour, uhuh.
30	O2	B Yeah. So if the lecturer and I are very closer - a little bit - how you say - a
31	O2	little bit politely.
32		R So you've - because you've known them for 1 year, so okay, you feel that's
33		quite polite? Your three requests are polite enough?
34		A Yes.
35		R You're happy with that? Okay that's fine. We'll move on.

J2 Transcript
D1 House help
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	O3	B Oh excuse me, what is 'light house'?	B asks for clarification from R
02		R Oh, some light housework. So some work in the	
03		house that's not too difficult. So maybe some ironing	
04		clothes.	
05	S1H	B Ah - - - 'Can you give me a favour?' or something,	
06	S1H	and then - - 'I would like you to wash the dishes' -	
07	S1H	'Wash dishes or cook meal for all my children'. 'Of	
08	S1H	course I'll pay for - 'for them'? For what?	
09	S1H	A For you. I'll pay you.	
10	S1H	B 'You, I'll pay you'. That's all. - Um, so - - -	
11	S1H	A 'I would like you to, to help?'	
12	S1H	B 'To help me'. 'Help me'. 'Help me - -' 'I would like	B writes
13	S1H	you to help me' - - 'Could you do housework?'	
14	S1H	A 'Housework?'. 'I'd like you to - -	
15	S1H	B 'help me'	
16	S1H	A 'Can you?'	
17	S1H	B 'Can you?' - - 'Can you do housework over the	
18	S1H	vacation?'	
19	S1H	A 'Can you do - - housework?'	
20	S1H	B 'Can you do ...?' - - I think she have to say some	B writes
21	S1P	reasons. So it's quite long time, the vacation, 'over	
22	O2	the vacation' is maybe a week or 2 weeks.	
23		A Mm, yeah	
24	S1P	B So it's quite long. So she has to say- uh - she	
25	S1P	needs - - the reason she needs the help. So 'I would	
26	S1H	like you to help me'	
27	S1H	A 'Can you do housework for me for -'	
28	S1H	B because here is me, I wrote before, so 'Can you do	
29	S1H	housework over the vacation?' - -	
30	S1H	A 'Of course I'll pay you'.	
31	S1H	B How about 'Because I have to work, I have to work	
32	S1P	abroad for - ' She has to say something the reason.	
33	O2	A Ah! So she go to somewhere so she will be -	
34	O2	B Yeah I think so because -	
35	O2	A She will not ...	
36	O2	B Yeah she will not stay her house.	
37	O2	A What about her vacation - - -.	
38	O3	B I have a question. She stay her home or ...?	B asks for clarification from R
39		R I think she's staying in the house, yes, yes. But the	
40		vacation is your vacation	
41	O3	A My vacation	
42	O3	B Ah your vacation.	B writes
43	O3	C The students' vacation.	
44	S1H	B Okay, okay. 'Over your vacation I will pay ...'	B writes
45	S1H	A 'I will pay you of course'.	

J2 transcript
D2 Hospital

Line	Code	Protocol	Action Protocol
01		B You are at home looking after friend's	B reads
02		child,the other neighbour has had a bad fall.	
03		A You are at home looking after a friend's	A reads
04		child. An elderly neighbour has had a bad	
05		fall. - - -	
06	S1H	B 'Please help me, I fell down from – I fell	
07	S1H	down, I can't move by myself'.	
08	O2	A But she came to my door.	
09	O2	B Ah - your	
10	O2	A 'Elderly, how old is she?'. How old is she?	
11	O2	B Maybe 70, 80 (laughter) okay, anyway. -	
12	S1H	'Help me please'	
13	O2	A But I think she she's badly hurt and want to	
14	O2	- take her to hospital. So she - I think she	
15	O2	panicked – a little	
16	O2	B Oh yeah. So she shouted.	
17	S1P	A Yeah, so maybe I can – she - don't, she	
18	S1P	doesn't xxx like 'please', or 'can I', 'can you'	
19	S1H	B 'just help me'	
20	S1H	A 'help me, I fell down' - 'Fell down'?	
21	S1H	B 'down'. 'Ouch!'	B writes
22		(laughter)	
23	S1H	B 'It xxx very much, it's painful'. How do you	
24	S2	say? --	
25	S1H	A 'It's painful, it's painful, very much'	B writes
26	S1H	B Okay. 'Please take me to hospital'	B writes

J2 transcript
D3 Police

Line	Code	Protocol	Action protocol
01		A A Policewoman wants you to move your	A reads
02		car. - -	
03	S1H	A 'Excuse me I would like you to	
04	S1H	move your car if you could'. And – the –	
05	S1H	the car - 'It will help -	
06	S1H	A 'Excuse me, I'd like to move your car'	
07	S1H	B 'Excuse me, I'd like to -	B writes
08	S1H	A 'I want you ?	
09	S1H	B 'I want you' - - - 'because - - - a large van	
10	S1H	will coming soon'	
11	S1H	A 'large van will come, is coming soon	
12	S1H	B 'to, to help neighbours move house'	
13	S1H	A 'coming soon' -	
14	S1P	B 'coming soon. I think she should say the	
15	S1H	reason 'because a large van is coming soon	
16	S1H	to help the –	
17	S1H	A help	
18	S1H	B help um – help-	
19	S1H	A moving	
20	S1H	B 'neighbours moving' - 'neighbours house	
21	S1H	moving' - - - 'help neighbours moving	B writes
22	E1	house'? Do you agree?	
23	E1	A Yes	

J2 transcript
D1 - 3
Retrospective interview

Line	Code	Protocol
01		ROkay. Um ... okay was there anything you noticed about these three
02		situations that helped you decide what to write here for your different requests?
03		For example here you had a different way of asking 'Excuse me,
04		I want you to move' And again, this was different 'Can you give me ...'
05		B Different from before?
06		R Yes, different ways of asking. What were you thinking of in each situation?
07		What were you considering? What influenced your decision?
08	KSS	B - those people are older than me so they can say more friendly.
09		R Yes, yes,
10		B So I chose - ways to say that.
11		RYeah, so for example in this one, this is an elderly neighbour.
12	E2	A Elderly?
13		R Yeah.
14	E2	A Elderly than me?
15		R Yes.
16	E2	A Oh, sorry. Elderly -
17		R Elderly neighbour so she's - elderly neighbour had had a bad fall. So was the
18		age important in that one? In these two - in this one yeah was the age
19		important?
20		B Yeah - - I think so.
21		RYeah, okay. And this one again in D3, this was a slightly different way of
22		asking wasn't it? 'Excuse me, I want you to move' What were you thinking of
23		in D3?
24	O2	A Her occupation.
25		CYeah.
26	KSS	A I think she's policewoman, so - authority.
27		R She's authoritative? Ah, she has authority? Uhuh. So therefore ... why is
28		that important?
29	KSS	A Mm - - I think she doesn't need to be polite.
30		R Okay.
31	KSS	A When she is working as a Policewoman.
32		R Right. Okay. (laughter)
33	KSP	B In my opinion I don't want her to say like that. It's a very very - how can I say
34	KSP	'brutal'
35		RIs it direct?
36	KSP	B Yeah it's too direct.
37		R So is this okay for the Policewoman to say this? But is it - maybe in other
38		situations it's too direct? You said 'brutal', you used the word 'brutal'.
39	S2	B I don't know the meaning of 'brutal' exactly so I used that.
40		R Do you want to discuss in Japanese what you mean together by brutal?
41		What do you want to say in Japanese?
42		A Brutal? brutal
43		(Japanese, inaudible)
44	O2	B I want to say she has the power, she shows the power.
45	O2	R Uhuh. Authority.
46		BYeah.
47		R Because of her job?
48		BYeah.
49		R Okay.
50	E2	A I misunderstood. I thought an elderly neighbour is a child.
51		R No, it's an old person.
52	E2	A Yes, because I'm looking after my friend's child. So I thought ...

J2 Transcript
E1 Notes
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	S1H	B I will say just 'I want you to show your	B writes
02	S1H	notebook please'.	
03	E1	A Yes. Friendly ---	
04	S1P	B Do we need 'please'?	
05	E1	A No.	
06	E1	B No (laughter)	

J2 Transcript
E2 Kitchen
Concurrent Think Aloud

Line	Code	Protocol	Action protocol
01		B 'You share a kitchen with another student who has	B reads
02		left it dirty and untidy from the night before.	
03		Ask her to clean it'.	
04		A Another student.	
05		B Yeah. -- We can say very strongly to say that.	
06		A 'Clean it!'	
07		B Clean it (laughter)	
08		A -- Very strongly 'Clean it'	
09		B 'Clean it' - but it's too short to convince him	
10		A 'You should clean it'	
11		A 'You should clean OK '	
12		B 'You should clean it'. -- And some reason? I want	B writes
13		to complain about more.	
14	S1P	A More? (laughter)	B writes B writes
15		B Yeah. 'Look around, it's so dirty and messy'.	
16		A OK	
17		B 'Clean it up quickly'. 'Clean it up' Okay.	

J2 Transcript
E3 Party
Concurrent Think Aloud

Line	Code	Protocol	Action protocol
01		A 'Your room mate is a	A reads
02		good cook?	
03		B cook	
04		A for your joint	
05		party'.	
06		B Actually I have, I have my flatmate she is a very	
07		good cook and	
08		A What is 'joint party'? 'Joint'?	
09		R Both of you together are having a party, the two of	
10		you, so it's joint. You and your friend.	
11		A This room mate --	
12	S1P	B I will flatter her. (laughter) 'I know you are a good	B writes
13	S1H	cook and I really love your dishes, so please please	
14	S1H	please cook for' yeah. ?	
15	E1	A for, yeah.	
16		B What do you say?	
17	E1	A Very good way to ask. ---	
18	S1H	A 'Please cook --' 'Please prepare the food for our	
19	S1H	party'	
20	S1H	B 'Please prepare - for our party'. -- Who will take	
21	O2	place this party?	
22	O2	R Sorry?	
23		B Who will hold the party?	

J2 Transcript
E1 – 3
Retrospective Interview

Line	Code	Protocol
01		R Okay. So this is E1 to E3. And let's have a look at ... the first one,
02		the notes, this is very short isn't it? Do you want to say why? Say a
03		little bit about that? What were you thinking of for the notes? You
04		need to borrow a friend's notes, you kept it very short. - - 'I want to
05		show ' 'I want to show your notebook?' like that? 'I want you to
06		show your notebook', it's very short.
07	O2	A - - - Yeah I know she or he would show me.
08		R Yes.
09	O2	A the text
10		BAbsolutely.
11		AAbsolutely.
12		R Yes. So you kept the request very short. Okay. Do you think they will say
13		yes? Will they agree?
14	S1P	B Yeah, I think so. If they frown, then I will say some reason. 'I'm sorry, I
15	S1P	missed the lecture yesterday and please please show me' or something like
16	S1P	that.
17	KSS	R Okay. So there's no need for 'Excuse me'?
18	KSS	B No need.
19		R No need. Okay. What about in the kitchen? To begin with you said, to begin
20		with you said 'it's too short', you want to write more, you said you want to
21		complain more. Do you want to say anything about that? - - At first you said
22		'You should clean it' and then you added some more.
23	S1P	B yeah. To make stronger that I want to - claim it very strongly. I want him or
24	S1P	her, those students, to understand.
25		R Okay so you wanted to make it stronger.
26		B Yeah.
27		R Okay, okay. And what about the party? You did this quite quickly. What
28		were you thinking of there? - - You said 'I know you're a good cook and I really
29		love your dishes' is that important to say that?
30		A Yeah.
31	S1P	B Yeah. I want to show - - I really want her to cook the dishes, some food. I
32	S1P	want to flatter her.
33		R Flatter her.
34		BYeah
35		R Okay. To make her say yes.
36		B Yes (laughter) yes yes.
37		ROkay, that's fine.

J2 Transcript
F1 Bus
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	S1H	A 'Excuse me'	A and B read silently
02	E1	B Ah yeah. (laughter)	
03	E1	A Every one - 'Excuse me', when I say 'excuse me'.	
04	E1		
05	S1P	B But, I have a question - 'Excuse me' - I think I	
06	S1P	don't have to say a long sentence, because he	
07	S1H	will understand me quickly because he is in the	
08	S1H	situation. I will say 'Excuse me, I - could you	
09	S1H	move this side? 'Could you move -' 'Could you	
10	S1H	move -	
11		A next one?	B writes
12	S1H	B ' Could you move to the next seat please?'	
13	E1	A Ah yes.	
14		B Next.	

J2 Transcript
F2 Money
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		B Next. 'You are standing in the - queue - -	B reads
02	S1H	A Just 'Excuse me, I forgot my -' Purse?	
03	S1H	B Purse.	
04	S1H	A 'could you lend me some money?'	
05	S1P	B If I I were the student I take back - - I don't	
06	O1	buy any food.	
07	S1H	A (laughter) 'Excuse me ...	
08	S1P	B So if I were the student I would not say	
09	S1P	anything. You will say anything?	
10	O1	A - - - If I can - return? my lunch I will not buy	
11	O1	my lunch but - lunch queue - I imagine like self	
12	O1	service?	
13	O1	B Yeah I just imagine like that.	
14	O1	A Not like sandwich in pack. Not like that. Tray,	
15	O1	dish, glass, not packed.	
16	O1	B Not packed	
17	O1	A If it's packed I think I can return it, but ...	
18	O1	B Ah ...	
19	O1	A Imagine - so I can't return it, so I have to ask	
20	O1	somebody.	
21	S1P	B - Mm, OK what will you say?	B writes
22	S1H	A 'Excuse me	
23	S1H	B Excuse me	B writes
24	S1H	A - I forgot my purse - my purse?' 'Could you	
25	S1H	lend me - some? money? I - am going to return	B writes
26	S1H	- tomorrow' (Japanese)	
27	S2	B Definitely. Tomorrow. How's the spelling of	B writes
28	S2	tomorrow?	
29	S2	A I think it's okay.	B writes
30	S2	B I think double R.	
31	E1	A Yeah yeah yeah.	
32	S1H	B 'Tomorrow I'm going to return it'. Okay	

J2 Transcript
F3 Music
Concurrent Think Aloud

Line	Code	Protocol	Action protocol
		B I would say 'Excuse me, could you turn the volume down? I want to sleep now' - - A Yes, 'Because I can't sleep' B 'Excuse me, I - - 'volume down please' - - - A I said 'Because I can't - sleep'. B Can't sleep - finished.	A and B read silently B writes B writes

J2 Transcript
F1 - 3
Retrospective Interview

Line	Code	Protocol
01		R So just looking at the last three situations then. What did you notice
02		is there anything you noticed particularly in the bus situation? You had
03		a problem with understanding the situation didn't you with moving from
04		where the seat was. Was there anything you noticed in any of these
05		three that affected what you chose to say? For example in this case,
06		this is a student you don't know. Did that influence what you chose to
07		say? Did it influence how you made your request?
08	O2	A - More polite.
09		R More polite. Yeah. And the same here for the money? Because for
10		you, you would ask them. But you, you said you wouldn't ask.
11		B No I wouldn't.
12		R Do you want to say why? What were you thinking of when you said
13		'No, I wouldn't ask her', what were you thinking of?
14	O2	B Because I don't know the student in front of me. I don't know. So for
15	O2	him he will worry about I will - he'll worry about if I return the money. So
16		- yeah.
17		R So do you think he may say no? Would he say no?
18	S5	B If he might say yes, but to think about his feeling. I think he will sus-
19	S5	doubt I will pay it back. So to think about his feeling I don't want to ask
20	S5	him to lend money.
21		R Right. Would it make him feel bad if you asked him would you think?
22		B Yeah I think so. I think he would ...
23		R Yeah, so better not ask?
24		B Right.
25		R But you said you would ask?
26		A Uhuh.
27		R Do you want to say a little more? You talked about the situation
28		whether it was self service -
29		A Yes.
30		R Or in packs. Why is that important?
31	O2	A Because in my university I couldn't return -
32		R You can't return it.
33		A I can't return what I took.
34		R So you have to pay.
35		A Yes.
36		R You have to pay. Okay. So you would ask for some money.
37		A Uhuh.
38		R Yes. And what did you ... were you quite polite to the student? You
39		don't know the student. Do you feel that's quite polite? 'Excuse me, I
40		forgot my purse. Could you lend me some money?' - - - Are you happy
41		with that? You're happy with that way of asking?
42		A Uhuh.
43		R Okay. So you don't want to change anything here? You're happy
44		with those three.
45	E1	B In my opinion it's a little bit - not so polite.
46		R F2, not so polite. Why not?
47		A Just feeling. (laughter) 'Excuse me I forgot my purse'
48		R 'Could you lend me some money. I'm going to return it tomorrow
49		definitely'. Could you make it more polite? How would you make it
50		more polite?
51	S1H	A 'Excuse me, I'm - I'm afraid I forgot - I left my purse at home'
52		R Give a reason.
53	S1P	A Yeah give a reason. With a very very worried face. 'So please, if you
54	S1H	could, I would like you to lend some money please'.
55		R Your body language.
56		A Yeah.
57		R Okay. Okay, is there anything else you want to say about these
58		three? Do you think you're happy with your answer now? Yeah?
59		Okay.

J3 Transcript
Practice session
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		B Do you have any ideas?	
02	E2	A I think it's probably hard for me	
03		(laughter)	
04	O2	A We don't know the..so	
05	S1P	B Maybe we must introduce ourselves	
06		(laughter)	
07	S1H	A So 'Hello'	
08	S1P	A We know the person, so just name	
09	E1	B Just name? - -	
10	S1P	A You know that person borrowed the book I	
11	S1P	want.	
12		xxx	
13	S1H	A O.K. first, excuse me	
14	O2	B Maybe if you don't know this student then	
15	O2	xxx.This student also doing..	
16	O2	A - know me, know us	
17	O2	B studying on the TEFL course	
18		A Ah yeah yeah yeah	
19	S1H	B 'I have a problem'	
20	S1H	A Yeah yeah, all right. First 'Excuse me, I am a	
21	S1H	student in TEFL course I also need a book you	
22	S1H	borrowed already.	
23	S1H	B Can I - '	
24	S1H	A 'After you finish' or - just.	
25	S1P	B Maybe first we can say - when the student	
26	S1P	finish with, maybe next week or -	
27	S1P	A A yeah - -	
28	S4T	B Do we write a sentence - can we write a	
29	S4T	situation?	
30		R You just write what you would say. What	
31		would you say to the student?	
32	S1H	A 'Excuse me' - - -	A writes
33	S1H	B 'I need to borrow - I also need the book you	A writes
34	S1H	have - can I borrow?	
35	S1P	Maybe between can I borrow and after	
36	S1P	this sentence, 'can I ask a favour'	
37	S1P	B If she says 'when do you return it'?	
38	S1P	A Tomorrow.	
39	S1P	B Tomorrow, ah. In this situation we have to	
40	O1	ask - -	
41	S1P	A 'If it's after you've finished it will be too late.'	
42		(laughter)	
43	S1P	A But if this person says 'Oh I need it now'..	
44	S1P	B - - difficult.	
45	S1H	A We should ask 'after you've finished' -	
46	S1H	after that one - -	
47	S1H	B 'After you finish, after that'. Yes, yes.	A writes

J3 Transcript
A1 Lift
Concurrent Think Aloud

Line	Code	Protocol	Action protocol A and B read description of discourse situation silently
01	O1	B We have to explain I'm your neighbour	B writes
02	O1	A Mm, I think so.	
03	S1H	B Maybe we can say 'Excuse me'. We have to	
04	S1P	introduce ourselves,	
05	S1P	A introduce ourselves	
06	S1H	B yeah. - - 'My name ...'	
07	S1H	A 'I'm living in the same street as you' - -	
08	S1P	B If we say say 'I am your neighbour' - we have	
09	S1P	to show something.	
10	S1P	A If we say 'I'm living in the same -'	
11	O2	B For example it's the same road. Maybe they	B writes
12	O2	believe you are neighbour yeah.	
13	S1P	A I think so. Maybe if I say the number.	
14	S1P	B Number, yeah yeah yeah.	
15	S1H	A After that 'I'm living in (laughter) xxx'	
16	S1H	B Yeah yeah, the street name St Joseph's.	
17	S1H	Road, St Joseph's Road.	
18	S1H	A Number eight.	
19	S1P	A Yeah yeah yeah. Then we have to explain our	
20	S1P	situation so - -	
21	S1H	B 'My car? My car?	B writes
22	S1H	A Maybe, 'I have a problem'	
23	E1	B Ah yeah yeah. Do we need 'Can I ask a	
24	S1H	favour?'	
25	S1P	A First, I think so but maybe first we have to	
6	S1P	explain our situation	
27	S1H	A 'My car - - is broken down.'	
28	E1	B Yeah yeah yeah.	
29	S1H	B It has? It has broken down? And there are	
30	S1H	no bus services.	
31	S1P	A Do you think we have to explain there are no	B writes
32	S1P	buses to this man?	
33	S1P	B Uh	
34	S1P	A Maybe.	
35	S1H	B Uh yeah 'there is no way to go - - no	
36	S1H	buses so, can I - to - give me a lift'	
37	E1	A Oh, 'give me a lift' it's a very good way	
38	E1	to - (laughter)	
39		B xxx	
40		A Yeah yeah yeah.	

J3 Transcript
A2 Draft

Line	Code	Protocol	Action protocol
		(laughter) ---	A and B read description of discourse situation silently. A puts hands to face and looks shocked.
01	O1	B We miss the deadline.	
02	O1	B But this lecturer is not the person that we	
03	O1	hand in.	
04	O1	A But this is a draft essay	
05	O1	B So we ask him or her to check our grammar	
06	O1	or something I see, and we have to hand in	
07	O1	another person after, final,	
08	O1	A Or maybe it's the same person, but it's a draft.	
09	O1	B draft all right it's the first draft, I see.	
10	O2	This lecturer is - -	
11	S1H	A Just the same sentence. 'Excuse me - -'	
12	S1H	B 'Excuse me - -'	
13	S1P	A First we have to explain the situation. So I	
14	S1H	handed in my draft essay 10 days ago	
15		B mm - -	
16	E1	A It's not good to ask 'do you remember'	
17	E1	B But I haven't got it - -	
18		xxx	
19	O2	A But he or she is a young lecturer so	
20	O2	B Ah, maybe. We don't have to be so nervous,	
21	O2	young lecturer - -	
22	S1H	A 'Excuse me, I hand in'.	A writes
23		--	
24	S1H	B but..	
25	S1H	A but - maybe 'I haven't returned it yet'	
26	E1	B Ah yeah maybe..	
27	E1	A 'I think it's not good to mention 'you haven't	
28	S1P	returned it yet'	
29	S1P	B Yeah yeah -- better to say it has been - -it	
30		hasn't been returned	
31		(laughter)	
32	S1H	A returned - -yet	A writes
33		--	
34	S1H	B Or 'I think it hasn't been returned'.	
35	S1H	A But I think	
36	S1H	A & B 'I think it hasn't been returned yet'.	A writes
37	S1P	A Do you think we have to explain the deadline	
38	S1P	is - -	
39	S1P	B Deadline is past -	
40	S1P	A No no no	
41	S1P	B I just think - -	
42	S1P	A I think it's not an excuse, - is it better to	
43	E1	change something? If I say 'I'm afraid' it sounds	
44	E1	like my fault.	
45	E1	B It's not good..	
46	S1P	A If you say you have (laughter) returned it, it's	
47	S1P	really I'm afraid you have - returned it, I'm not	
48	S1P	sure -	
49	KS	B I just think about two - -we learn to do 'I don't	
50	KS	think' - we have to the negative response first, 'I	
51	KS	don't think it has - ' or, 'I'm afraid', I don't know	
52	S1H	which to say 'I don't think it has been returned'.	
53		(laughter)	
54	KB	B If I say 'I'm afraid' xxx it's a bad thing, it's	
55	KB	impolite to him.	
56		A Ah -- I think (laughter)	
57		B I don't think. Yeah.	
58		---	A writes
59	S5	B It's difficult, it's different in Japanese. - - We	
60	S5	have to explain the situation.	
61	S1P	A Or just maybe. Do you think we have to	
62	S1P	explain the deadline?	

63	S1P	B Yeah. Because I think it's the young lecturer's fault, so we have to accuse, indirectly.	
64	S1P	(laughter)	
65			
66	S1P	A Indirect accuse. I don't think he will return it.	
67		(laughter)	
68	S1P	B So we have to explain the deadline's very near.	
69	S1P		
70	S1P	A Yes, maybe. So we have to explain. The deadline is next week.	
71	S1P		
72	S1P	B Yeah tomorrow.	
73		(laughter)	
74	S1H	B The deadline is near in a few days, or?	A writes
75	S1H	A I think the deadline is xxx	
76	S1H	A (writes) 'The deadline is – next week?'	
77	S1H	B Next week or?	
78	S1H	A Yeah ' - next week.'	
79	S1H	A Ah, and then 'I want to re-write something' or	
80	S1H	'I want to add some information to my essay so could you return it to me?' Which is better?	
81	E1	B Ah instead of deadline?	
82	E1		
83	S1P	A Mm, I think we have to explain the deadline is next week. And maybe it's better to add 'I want to add some information to my essay'	
84	S1P		
85	S1H	B Ah yes - just to say 'I have to hand in the final essay.	A writes
86	E1		
87	E1	A Maybe it's not good to say 'I will miss the deadline' (laughter).	
88	E1		
89	E1	B We can't say it.	
90	E1	(laughter)	
91			
92	S1H	A I want to,	
93	S1H	B at the end of -	
94	S1H	A 'So could you return it?'	
95	S1H	'Today or?' (laughter) - (writes) 'return it'	
96	S1H	tomorrow (laughter)	
97	S1H	B 'When can I get my -	
98		A Ah	
99	S1H	B - When can I get my assignment?'	
100	S1H	A 'When could you return it to me?' Is it better to ask 'when..'	
101	S1H		
102	S1H	B Or 'Can I ask to give as soon as possible'	
103	S1H	A 'If possible' very very polite way 'I was wondering if you could return it as soon as possible' (laughter)	
104	S1H		
105	S1H	B But I think if I say until here maybe this young lecturer said 'Oh sorry, I return - -	
106	S1P		
107	S1P	A Not sorry, but 'Oh I will return it as soon as possible' Maybe it's better to ask, but I don't know which is best to ask.	
108	S1P		
109	E1	B Yeah yeah. Maybe if he or she understand our situation then I don't know what he says, but -	
110	E1		
111	S1P	A it depends on the response but I think we have to say without the response..	
112	S1P	B I think we just wait and find the reaction.	
113	S1P	(laughter)	
114	S1P		
115	S1P	A I think in Japan we can - -	
116	O1		
117	S1P	B We don't have to say anything -	
118		(laughter)	
119	S5		
120	S5	A Expect, expect, please understand xxx	
121		B Yeah yeah yeah.	
122	S5	A In English we have to explain..	
123	S5	B We have to say.	
124	KB	A Maybe it's better to say it clear	
125	KB	B This sentence, already mention	
126	KB	A Already mention - - but final	
127	S1P	B We must say. 'Could you return it?' - - - Or	
128	S1P	'Is it possible to return in a few days?' It's better.	
129	S1H	What do you think?	
130	E1	A 'If it's possible', it's better.	
131	E1		
132	E1	B Uhuh.	
133	E1		A writes

134 135 136 137	S1H S1H S1H S1H	A (writes) 'If it's possible - could you return - ' A If it's possible? B 'If it's possible could you return it in a few days?' Sorry. (laughter)	A writes
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J3 Transcript
A3 Job
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A & B read description of discourse situation silently
01	S1H	A Maybe at first we get 'Excuse me'	
02	S1H	B Uhuh	
03	O2	A So..telephone, so 'Hello'	
04	O2	B Ah yes, 'Hello'	
05	S1H	A Excuse me I think	
06	O2	B 'Hello' I think it's on the phone, it's on the	
07	O2	phone	
08	S1H	A' I'd like to ask - '	
09	S1H	B - for information.	
10	S1P	A Maybe at first we have to say ...	
11	S1P	B Advertisement .'I saw an advertisement	
12	S1H	from your company'	
13	S1H	A company	
14	S1H	A and 'I'm interested in..um..the advertisement.	
15	S1H	Or maybe 'I'm interested in the advertisement	
16		--	
17	E1	B It's too quick. Hello I'm interested in -- xxx	A writes
18	E1	A Or -- - 'Hello I'm interested in, then I	
19	E1	introduce. I saw the advertisement'	
20		xxx	
21	S1P	B Just ask directly the question, which kind of	
22	S1P	information or something. Ah sorry send 'send	
23	S1H	some information' or a brochure. 'Could you	
24	S1H	send -- '	
25	S1H	A 'Could you send prospectus or brochure'	
26	E1	BYeah yeah yeah.	
27	S1H	A'Could you send me a brochure or	
28	S1H	information?	
29	S1H	B Or information.	
30	S1H	A Some more information'.	
31	S1H	B Some information.	
32	S1H	A Information.	
33	S1P	B Before that we have to check can they accept	A writes
34	S1P	international students.	
35	S1P	A But in this situation it is not about xxx	
36	FS	B Maybe it will be in Japan, it's okay. I just	
37	FS	think about my situation	
38	FS	A You want to work here?	
39		(laughter)	
40	S5	In Japan more indirect	
41	KB	B Maybe it's English so I just -	
42	KB	A Maybe we have to specify what kind of	
43	KB	information. We have to have some information.	
44	O1	B Is it permanent job? I think it's just a part time	
45	O1	job? We just finished studying.	
46	O1	A permanent.	
47	S1P	B Ah, so after then we need the information how	
48	S1P	big this company or - how much they give for	
49	S1P	salary.	
50	S1P	A This kind of information when we go to a	
51	S1P	Jobcentre we can get it.	
52	S1P	B But teachers' job is not..	
53	O1	A Ah. We have to think our situation. Teacher,	
54	O1	okay.	
55	O1	ATeacher, yeah. It's totally different.	
56	FS	I've never tried xxx	
57	FS	B Ah, I didn't I didn't	
58	FS	A State schools are different	
59	FS	B Ah yeah yeah yeah, you don't need to ask	
60	FS	just take a test. When I worked for a	
61	FS	private school, then I just called an old	
62	FS	private school in my home town so I just ask	
63	FS	them are there any job vacancies.	

64	FS	A At first.	A reads response to DCT
65	FS	B At first yeah.	
66	FS	A And if they say yes.	
67	FS	B They say just send my profile - what is it -	
68	S2	A CV?	
69	S2	B Yeah. What do you say?	
70	S2	A CV.	
71	S2	B CV. Yeah yeah, and then I send some xxx	
72	FS	then one of them called me 'Could you come for	
73	FS	interview?' So I never asked any information to	
74	FS	send.	
75	O1	A If we are just graduating from university and	
76	O1	not looking for teacher's job	
77	O1	B Uh uhuh it's company.	
78	S5	A We have to - in Japan - we have to write a	
79	S5	Letter - .but then we..	
80	S5	B Ah yeah, just send information	
81	S1P	A Maybe it's the same -maybe ' I saw the	
82	E1	advertisement of job vacancy in your	
83	E1	company and I'm interested in it so	
84	E1	could you' - I think this sentence is	
85	E1	O.K.	
86	E1	B O.K. mm.	

J3 Transcript
A1 - 3
Retrospective Interview

Line	Code	Protocol
01		R Okay, I'm going to ask you some questions now about your first
02		three answers. Can you tell me first of all what language
03		were you thinking in as you did this? Were you thinking
04		in English or in Japanese?
05	LT	A Mixed.
06		R Mixed. So ...
07	LT	A Sometimes in Japanese yeah. Especially to order the
08	LT	sentences to decide.
09		R Right right okay, okay. And was that the same for both
10		of you?
11	LT	B Yeah the same
12		R Yeah.
13	LT	B The situation I always think about in English so. To ask
14	LT	something I think it's the same if I was in Japan or if I
15	LT	was in England. I think about the situation in English but
16	S2	some words I couldn't express what to say.
17		R Right okay. I want to ask you particularly about the
18		second one, the draft. Now one of you said 'We don't
19		have to be so nervous because it's a young lecturer' can
20		you tell me a little bit more about that?
21	O2	B If the person is very experienced and old lecturer I feel
22	O2	there is a distance between us. In Japan we always
23	O2	respect older people or the person who has status. So
24	O2	we have to think about ... we have to choose a correct
25	O2	sentence. But here is I think the same, but we can't say
26	O2	for example - - if I call you we can't say (name) or
27	O2	something - Professor something or Dr something. But I
28	O2	think that the kind of thinking is xxx then I saw
29	O2	here that oh it's new and young so we have to be so
30	O2	polite - just think..
31		R Okay, okay. And then you said ... one of you said it's not
32		good to mention 'You haven't returned it yet', you said it
33		was better to say 'It hasn't been returned yet', do you
34		want to say a little about that?
35		A Did I say it?
36		R One of you said it.
37	KSP	B Maybe if I say 'you' maybe we ...
38	KSP	A You kind of accuse.
39	KSP	B Accuse yeah.
40		R Uhuh
41	KSP	B Objective. Sometimes subject is we xxx an
42	KSP	object, yeah it's much better -
43	KSP	A Sounds accusing (laughter)
44		R Right right okay. Yes you said 'I think it's the young
45		lecturer's fault so we have to accuse indirectly.'
46		Both (laughter)
47		R Is that what you were trying to do?
48	KSP	Both Yeah.
49		R Okay. And then you were talking about what you
50		learned in school I think. You said 'We learned the
51		negative first' - 'I don't think it hasn't been returned'
52	S5	B If I speak in Japanese it's the negative always last, but in
53	KS	English I was taught that the negative is first. First as
54	KS	quick as possible or something. So we learned 'I don't
55	KS	think', - 'I think I don't know' is incorrect, I just think it hasn't
56	KS	returned it now, so not good.
57		R Uhuh.
58	KS	B If I say - I don't know this, but - if I see the sentence
59	KS	writing, I think 'Oh it's incorrect.' (laughter)
60		R Okay. And you also said that you could be very polite
61		and say 'I was wondering if you could ...' do you want to
62		say a little bit more about that? Do you think that's more
63		polite? You think that's very very polite?
64	KS	A When I studied in a language school last year I was

65	KS	taught this sentence 'I was wondering if you could
66	KS	- something xxx the most polite way, the teacher
67	KS	told us.
68		ROkay, okay. Were you satisfied with the answers that
69		you gave or is there anything there you would want to
70		change at all?
71		A For me it's okay.
72		B It's okay.
73		R Yes okay. And was there anything in the three situations
74		that you noticed particularly, what was particularly
75		important in deciding what to say? You spent a long
76		time on the second one.
77	O2	AThe second one is very..formal
78	O2	B especially the lecturer. The first one is just neighbour, and then I
79	O2	just ask, very reasonable reason that there are no buses. We
80	O2	don't have to accuse. But this one is a little bit yeah accuse, and
81	O2	we have to say the lecturer's fault in an indirect way so..
82		R So you feel on the second one, in A2, it's as if you're accusing
83		them, but not in the first one, not in the lift, no. Okay, that's fine
84		thank you. So we'll move on to B1 to B3.

**J3 Transcript
B1 Restaurant
Concurrent Think Aloud**

Line	Code	Protocol	Action Protocol
01	S1H	A Just say 'Excuse me'.	A writes
02	S1H	B Yeah	
03	S1H	A Can I have	
04	S1H	B Knife and fork - -	
05	S1H	A Do you want to say 'I haven't got'	
06	S1H	B Do you think they notice, I say just 'can I	
07	S1H	borrow'	
08	S1H	A Yeah - -	
09	S1P	B They say 'Oh sorry, you don't have.' - -	
10	S1H	A Please	A writes
11	E1	B Uhuh.	

**J3 Transcript
B2 Library
Concurrent Think Aloud**

Line	Code	Protocol	Action Protocol
01	O1	A In the real situation I will move..I don't want to	
02	O1	say anything to the children	
03	O1	B Yeah. Yes -I know. (Laughter)	
04	S1H	A Do you say 'Excuse me'? Or just -	
05	S1H	B 'Could you be more quiet?'	
06	S1P	A Or before this sentence, do you say	
07	S1P	something else?-	
08	S1H	B Uh, like 'Excuse me children'. Or 'Hi'. I don't	
09	KSS	think I say 'Excuse me' to children.	
10	KSS	A I don't think so. 'Hi' and just explain I'm	
11	S1H	studying so can you, could you - '	
12	S1H	B 'Could you be more quiet?' I don't think they	
13	O2	understand that I'm studying.	
14		A Studying, studying? (laughter)	
15	S1H	A 'Can you ...' or you want to ask 'Could you ...'	
16	S1H	B 'Could you ...'	
17	S1H	A 'Could you go out please'	
18		(laughter)	
19	E1	B No no no no.	
20	O1	A We have to ask.	
21	S1P	B I think we should say to the parents not the	
22	S1P	child.	
23	O1	A But in this situation we can't see their	
24	O1	parents...	
25	O1	A We have to ask them to be quiet.	
26	S1P	B Where are their parents? We say this one	
27	S1P	and after that they say- -	
28	S1H	A'Shut up'	A gives slapping gesture
29	S1H	B 'Shut up'	
30		(laughter)	
31	S1H	B 'Could you be more quiet?'	
32	S1H	A I think just 'quiet'	
33	E1	B Just 'quiet'?	
34	E1	A not 'more quiet'.	
35		B Uhuh.	A writes

J3 Transcript
B3 Room
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	O2	B This person is friend's friend, so we don't	
02	O2	Know -	
03	O2	A We don't know her so - -	
04	S1P	B Before I say 'Please clean or tidy' we have to have	
05	S1P	a conversation.	
06	S1H	A Maybe this is xxx I think in this situation we just say	
07	S1H	'please clean it'	
08		(laughter)	
09	S3S	B But if I say 'Please clean and tidy'	
10	S3S	A It's too direct	
11		B Yeah yeah yeah.	
12		A Like, or you think xxx	
13	S3S	It's not good to ask.	
14	S1P	B So just like have a conversation to - to - keep the	
15	S1H	atmosphere warm or - - 'Could you please clean or	
16	S1H	tidy before I return?' Clean and tidy. Tidy.	
17		A Clean is like - xxx she or he, she?	
18		She's going to xxx	
19	FS	B ah. But normally we do, before we leave. I clean,	
20	S5	yeah. - - in Japan what would you say?	
21	S5	A No. - - Usually we can expect,	
22	S5	B Yeah yeah yeah - -	
23	O1	A but in this situation we have to ask, so - first	
24	S1H	'before you leave, be sure', um	
25	S1H	B Maybe - maybe you could, but - -	
26	S1H	A maybe just you can say 'Could you, don't leave	
27	S1H	anything, or, just make sure you - mustn't	
28	S1H	leave or something. Not 'clean or tidy' but	
29	S1H	'Please don't leave anything', but but	
30	S1H	B Leave anything. Or just say 'You can use	
31	S1H	everything but when you leave, please - -	
32	S1H	A Bring it.	
33	E1	B No no no ...	
34	S5	A If she is Japanese I would just say maybe 'Just	
35	S5	make sure you don't leave anything.'	
36	S5	B You don't leave anything	
37	S5	A It means	
38	S5	B Including rubbish or (laughter)	
39	S5	A But if she is Japanese she can understand what I	
40	S1P	mean. If I say 'Please don't leave anything'	
41	S1P	'Please take everything with you' it means .	
42	FS	B Ah yeah yeah yeah. Even in hotel we do clean, no	
43	FS	not clean but tidy when I leave	
44		(laughter)	
45	FS	A It depends. I couldn't expect my student, when we	
46	FS	went to school to - -	
47		B Ah yeah yeah yeah yeah	
48		A It's O.K. What do you say?	
49	S1P	B I say clean and tidy at the end but before that I	
50	S1P	have a conversation and then it should be - it's a	
51	O2	friend's friend but we should be a friend. Or this	
52	O2	person asks me where do you go or something -	
53	S1P	A Or maybe I think when you show - when I show	
54	S1P	my room to her maybe I have to explain, what do you	
55	S1P	think? Shower, or.	
56	S1P	B Ah yeah yeah	
57	S1H	A 'You can use it' -	
58	S1H	B 'You can use everything as long as it's - tidy.'	
59		(Laughter)	
60	E1	B Condition	
61	E1	A Condition (laughter)	
62	S1H	Otherwise you can't use it, OK.? It's difficult - this	
63	O2	person is my friend's friend but if I don't	
64	S3S	know her directly I wouldn't say 'Clean and	
65	S3S	tidy'.	

66	KS	B Ah yes. When I rent my room from my host mother,	
67	KS	host mother doesn't say 'Be clean or tidy',	
68	KS	just 'You can use everything, just be	
69	KS	careful about our dog'.	
70	S1H	A Just the same thing? 'You can use everything.'	
71	E1	B Yeah, so. Yeah. Do we have to say 'Tidy and	
72	S1P	clean'?	
73	S1P	A I don't think so.	
74	S1H	So I just thought, it's better to say 'When you leave	
75	S1H	here just make it sure you please take all	
76	S1H	the things with you.	
77	E1	B yeah, yeah yeah	
78	S1H	A When – you -	A writes
79	S1P	B Do we have to 'hello' or ?	
80	S1P	A Oh I don't think so	
81	S1p	B It's already in her room - we finish - yeah yeah	
82	S1P	A I think it's the last thing I say so maybe - - when	
83	S1H	you leave or 'you take everything'. Which is better?	
84	S1H	You take everything?	
85	S1P	B But if 'You take everything.' 'You leave fridge or ...	
86		(laughter)	
87	E1	A But she can understand. You take	
88	S1H	B your belongings - and that's it.	
89	E1	Yeah yeah I understand.	
90	S1H	A O.K. 'Take your - -	A writes
91	S1H	Take your things?	
92	S1H	B 'Your belongings'	
93	E1	A It's a bit..	
94	E1	B strange.	
95	S1H	A 'Your things' 'With you'? Do you think we have to	
96	S1H	add 'please'?	
97	S1H	B Please.	A writes

J3 Transcript
B1 - 3
Retrospective Interview

Line	Code	Protocol
01		R Okay, so again, were you thinking in Japanese or in English?
02	LT	B Mixed
03	LT	A Mixed.
04	LT	R Both.
05	LT	A Sometimes Japanese, not a sentence but some words.
06	LT	Sometimes I think how to express this in English.
07		R Right okay, okay, can you think of any examples where you had
08		problems with a word in English?
09	S3	A For me it's specially the third one - how to express this feeling in
10	S3	English.
11		R Right okay.
12	S3	A To clean and tidy.
13		R And you said the word 'belongings' felt a bit strange.
14	S2	A It sounds like formal.
15		R Sounds too formal. Okay. You also said 'if she's Japanese she knows
16		what I mean', at one point.
17		A Yeah.
18		R If she's Japanese she knows what I mean. Do you want to say a little bit
19		more about that?
20	S5	A Because in Japan we can expect when someone leave - a room,
21	S5	bedroom, he or she should clean it
22		R Right
23	S5	A We don't have to say it.
24		R So you wouldn't have to ask her directly? Okay. And in the second
25		one, in the library, you said you would not want to say anything to start
26		with but then you changed your mind and you decided to say something.
27	O2	A Because if I don't know this person I don't want to say anything to the
28	O2	children, I would disturb them. If they were making a lot of noise, I just
29	O2	want to really change the room.
30		R Right, okay, okay. What did you notice about any of these three
31		situations? Was there anything about the situation that you noticed
32		particularly in deciding what to say? -. The first one, the restaurant, you
33		answered that very quickly, it wasn't a problem for you.
34	FS	A Sometimes it happened. When it happened I just asked 'Can I have a
35	FS	fork?'
36		R Right okay.
37	S5	B Other two maybe - - normally we don't say anything, so it took a little bit
38	S5	of time to what to say.
39		R Right, so normally you wouldn't say anything for B2 or B3.
40		B No
41		R Okay. Are you satisfied with your answers or would you want to change
42		anything?
43		A It's okay.

J3 Transcript
C1 Extension
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
		(Laughter)	A and B read description of discourse situation silently
01	S1H	B Excuse me	
02	S1H	A Excuse me – uh. At first	
03	S1P	we have to explain our	
04	S1P	situation before asking, and	
05	S1P	then extend	
06	S1H	B 'I want to, I want to finish'	
07		xxxx	
08	S1H	A Or just 'I need more time	
09	S1H	to add some'	
10	S1H	B 'It is finished, but if I have	
11	S1H	more time it could be	
12	S1H	better.' (laughter)	
13	S1P	A If you say so maybe she	
14	S1P	will say 'Oh it's okay you	
15	S1P	can submit it'	
16	S1P	B Oh yeah	
17		(laughter) -	
18	S1H	A It's better to say 'I need	
19	S1H	more time' -- If I say 'I need	
20	S1H	more time' xxx - - -	
21	S1H	B If possible	
22	S1H	A Maybe' is it possible to	
23	S1P	extend?' But before this	
24	S1P	sentence we have to	
25	S1P	explain yeah	
26	S1H	B So 'I did this until - - I've	
27	S1H	nearly finished	
28	E1	A yeah yeah yeah	
29	S1H	B my seminar paper but I'm	
30	S1H	not satisfied'	
31	S1P	A Maybe if it's – specific -	
32	S1H	I'm not satisfied with it	
33	S1H	B 'I'm not satisfied'. 'So it	
34	S1H	would be good if I had time	
35	S1H	- 'If you allow me to have	
36	S1H	some time.' - -	
37	S1P	A Okay we have to put this	
38	S1P	down.- -. First we have to	
39	S1P	mention about the essay. I	A writes
40	S1P	-- finished - my essay –	
41	S1P	paper	
42	S1P	B Seminar paper	
43	S1P	A But – uh - - -	
44	S1H	B there are – two people	
45	S1H	(laughter) somewhere -	
46	S1H	A But - - -	A writes
47	S1H	B I'm not satisfied with my	
48	S1H	writing	
49	S1H	A with it - .so if it's possible	
50	S1H	- can I have more time - to	
51	S1H	B to.uh	
52	S1H	A complete	
53	S1H	B complete	
54	S1H	A it.	

J3 Transcript
C2 Book
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	S1H	A The starting sentence is the same, 'Excuse me'. - -	
02	S1P	B We have to explain 'I'm doing this subject and	
03	S1H	I need this book.' 'And if I have this book it	
04	S1H	would be helpful' or something.	
05	S1H	A Maybe you have to say 'It's very important.'	
06	S1H	B 'But this book is not available in the library	
07	S1H	and I've heard you have a copy, could you lend .	
08	S2	'Could you borrow ...'	
09	S2	A 'Could you lend' or 'Can I borrow?'	
10	S2	B 'Borrow' ah yeah yeah.	
11	S1H	A So 'Excuse me - I'm writing my essay and I' -	A writes
12	S1H	B I found - the book in	
13	S1H	A I found one	
14	S1H	B I've found one book, it's necessary	
15	S1H	A It's essential	
16	S1H	B It's essential, yeah yeah	A writes
17	S1H	A Vital (laughter) - for my essay for it	A writes
18	S1H	B But	
19	S1H	A But	
20	S1H	B It isn't available	
21	S1H	A it isn't available in the library and I	A writes
22	S1H	heard you	
23	S1H	A you	
24	S1H	B have a copy,	A writes
25	S1H	A so - - uh if	
26	S1H	B If you don't use.	
27	E1	A Do we need to put 'if it's possible'?	
28	E1	B Again (laughter)	
29	E1	B Yeah, it's very useful. (Laughter)	A writes

J3 Transcript
C3 Lift (2)
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		B and A Oooh!	A and B read description of discourse situation silently
02	O1	B Oh! It's difficult (laughter)	
03	O1	A I think so -so	
04	O2	B This lecturer is my neighbour? Or is living far away?	
05	O2	A No no going your way. The same direction.	
06	O2	B Ah yeah. I know it's on my way.	
07	O2	A Maybe we have to say 'I missed the bus and I'm going this way and it's the same'.	
08	S1H	B For me if the reason why I missed the last bus is just doing my assignments I can ask, but if I went to the pub and 'Oh I missed the bus' we, we -	
09	S1H	A I don't think so.	
10	S1P	B we can't say.	
11	S1P	A I think it's from the University	
12	S1P	B It's University - oh all right.	
13	S1P	A I think so, so lecturer xxx.	
14	S1P	B But probably I go home by taxi.	
15	S1P	A Me too.	
16	O2	(laughter)	
17	O2	A But in this situation we have to ask.	
18	O2	First it's 'Excuse me' first we have to explain the situation 'I missed the last bus' - - -	
19		B 'If possible'	
20		A Does she - she go the same direction - we're living, - if she doesn't, we have to say 'I'm living near your house'.	A writes
21	O1	B Yeah yeah yeah. Or 'I'm living there and I think you go through -'	
22	S1H	A Maybe 'I think it's - my house - - is on your way' - -	
23	S1H	(laughter)	
24	S1H	A So	
25	S1H	B So	
26	S1H	A xxx (laughter) 'if it's possible'	
27	S1H	B Or 'I'm..'	
28	S1H	A wondering	
29	S1H	B Uh, or or 'I appreciate it -' (laughter)	
30		B 'I'm grateful if - '	
31	S1H	A Sounds very formal.	
32	S3P	B It's a lecturer.	
33	O2	A Lecturer but - - you know.	
34	O2	B Ah yeah, yeah	
35	O2	A she's older than me so	
36	O2	B establish, establish a good relationship.	
37	S3S	A She's older than me so we have to show some kind of respect. Do we have to be so formal?	
38	S3S	B So 'if it's possible'	
39	S3S	A Can we have - could you take me - to the nearest station	A writes
40	S1H	B nearest station?	
41	E1	A I don't think this lecturer is living just beside my house	
42	O2	B Aah	
43	O2	A I want to say the place xxx.	
44	S1P	B 'Could you take me to somewhere, maybe somewhere-'	
45	S1H	A Maybe station.	
46	S1H	B Station?	
47	S1H	A Bus station?	
48	S1H	B Ah yeah.	
49	E1		
50	E1		

65 66	S1H E1	A Then I can walk or take the train A and B Yes.	
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J3 Transcript
C1 – 3
Retrospective interview

Line	Code	Protocol
01		R Okay, so the language you were thinking in? Was it - ?
02	LT	A Both
03		R Both. Again. All the time?
04	LT	A Not all the time but some situations like probably the last one. I just thought
05	LT	'How can we say this in English?'
06		R Right okay. Okay. In the last one, in C3 Lift, you said that 'I'd be grateful'
07		sounds very formal. Do you want to say a little bit more about what you were
08		thinking there?
09	KSP	A I thought it will be formal speech.
10		R Yes. And you thought that was not appropriate.
11	KSS	A No.
12		R Why not in this situation?
13	KSS	A Because I thought I know this lecturer very well and of course she's older than me and
14	KSS	higher than me but because I have to show some respect. It mentioned we established
15	KSS	a good relationship so I don't think I have to be too formal.
16		R Right, so you're happy with what you wrote, satisfied with your answer, that's
17		appropriate. Yes. Okay, is there anything else you noticed about the three situations that
18		helped you decide what to say?
19		B --In that situation I use taxi.
20		A Me too. I won't ask.
21		R So you wouldn't ask in fact in the last situation. Why not? What - -
22		A Because - other two things are related to xxx
23		R Right.
24		A The last thing is a very personal thing.
25		R Right, so you wouldn't request anything. Okay. Right, that's the end of C1 to C3.

J3 Transcript
Concurrent Think Aloud
D1 House Help

Line	Code	Protocol	Action Protocol Both A and B read description of discourse situation and task instructions
01	O3	A What she would say to you --	
02	S1H	B 'Can I ask a favour..'	
03	S1H	A 'to help me'. 'Of course I pay you something'	
04	S1H	B Mm	
05	S1H	A 'I offer you something'	
06	S1H	B 'I will pay you something'.	
07	S1H	A 'I offer you something'	
08	S1H	B 'I ask a favour, I would like you to do some	
09	S1H	light housework over the vacation.'	
10	S1H	A Or maybe it will be 'favour of you'. 'Could you	
11	S1H	help me with some light housework? I will offer	
12	S1H	you something.'	
13	S1H	B Uhuh, yes.	
14	S1H	A 'Can I' -- 'Could you - help me -- to do some	A writes
15	S1H	B housework, I think it's easy one	
16	S1H	A 'could you help me to do some' - do you think	
17	E1	it's O.K.? --	
18	E1	B It's OK ---	
19	S1H	A Do you think it's better to say 'I will pay' or 'I'll	A writes
20	S1H	pay you', which is better to say?	
21	S1H	or something (laughter) money	
22	S1H	B But if she says 'I'll pay you'.	

J3 Transcript
D2 Hospital
Concurrent Think Aloud

Line	Code	Protocol	Action protocol
01	O2	A xxx But she came to the door. She can walk	
02	O2	(laughter)	
03	O2	B Is it possible to call the ambulance?	
04	O2	A But if she can -- but she came to the door	
05	O2	B Ah yeah.	
06	O2	A If she can walk - I think if she can come to the	
07	O2	door she can make a phone call to call	
08	O2	ambulance.	
09	O2	B Yeah. Maybe we have to look after the child	
10	O2	so --	
11	O2	A Maybe she has some reason. Maybe 'I called	
12	S1H	the ambulance but they will come 2 or 3 hours	
13	S1H	later' xxx or this person will say 'Excuse me'	
14	S1H	B 'I fell down'	
15		(laughter)	
16	S1H	A 'from the top of the stairs'	
17		(laughter)	
18	S1H	A 'And I broke - ' maybe 'I broke my -'	
19	S1H	B 'arm'	
20	O2	A If this neighbour broke her arm but she just	
21	O2	can still go to the hospital.	
22	S1H	B Just 'I feel ill, -- I feel dizzy.'	
23	O2	A But she came to the door. (laughter)	
24		B xxx	
25	S1H	A 'I feel dizzy and I called the ambulance --. It	A writes
26	S1H	takes - a few hours to come here - so could you	
27	S1H	-- take me to the hospital?.'	
28	S1H	A Yeah, uhuh. Or 'is it possible'. Can't imagine xxx	

J3 Transcript
D3 Police
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	S1H	A I think 'Excuse me'	A and B read silently
02	S1H	B 'Excuse me' I think it's not - she's xxx	
03	S1H	A 'Could you move your car?'	A writes
04	S1H	B Yes 'could you move your car' - - xxx	
05	S1H	A Just a large van is coming.	A writes
06	S1H	B your neighbour will move - and a large van	
07	S1H	- - will stop here.	A writes
08	S1H	A 'could you move' - -	
09	S1H	B and then 'a large van is arriving soon'	

J3 Transcript
D1 – 3
Retrospective interview

Line	Code	Protocol
01		R Okay, so were you thinking in Japanese or English or both?
02	LT	A - - Both.
03		R All of the time?
04		A For me the first one. xxx kind of expression in English. How can
05		I say?
06		R Okay, which expression?
07	S2	A 'Pay' 'To pay'
08		R To pay?
09	S2	A Yes. Because it's too direct. I thought it's too direct to say 'I pay you.' I
10	S2	couldn't find any - so..
11		R Okay, and were you the same?
12	S2	B Yeah. There is a sort of expression 'Can I ask a favour?' I never think in
13	S2	Japanese, but yeah I also how to express a polite way to pay. 'To pay' is
14	S2	too direct but I couldn't find any expression for it.
15		R So that was for D1?
16		B Mm.
17		R Okay. What did you notice particularly about any of the
18		situations as you were planning your answers?
19	O2	A I think all those three are not so formal situations. It's not so
20	O2	difficult to imagine the situations – and make a request.
21		R Right.
22	S2	A The difficulty is - I think some expresions is too direct, like 'to
23	S2	pay'
24		R Right. Were there other expressions that were too direct do you
25		think?
26		B Not so much, okay but xxx
27	S4T	A Yes but the second one, I'm not sure about the situation.
28		RYes, you had some difficulty ...
29	S4T	A It depends how badly she was, my neighbour.
30		R Yes.
31		A (laughter)
32		R Okay. And in the end you decided to say - - what would she say
33		to you?
34		A Just explain 'Excuse me I fell down from the top of the stairs and
35		I feel dizzy and called the ambulance but it takes a long time, so
36		could you take me to the hospital?'
37		R Okay. So were you satisfied with your answers? You wouldn't
38		want to change anything?
39		A It's okay.
40		RYeah. Okay, that's fine, so we'll move on to E1 to E3.

J3 Transcript
E1 Notes
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	O1	A (laughter) I'd never ask. (laughter)	
02	O1	B If I	
03	O1	A It depend,	
04	O1	B was absent from my illness I can ask, but if I	
05	O1	was so lazy then I never say 'Could you	
06	O1	borrow '	
07	S1H	A I think it depends on reason. We can say the	
08	S1H	reason first and then, so	
09	S1P	B Yeah yeah yeah. 'Yesterday, I felt'.	
10	S1P	A Do you want to say something before?	
11	S1H	B 'Oh hello'	
12		(laughter)	
13	S1P	A Maybe can I xxx - -	
14	S1P	B Which is better to say the reason and the	
15	S1P	request?.	
16	KB	A Request and reason - - um 'Can I ask a favour of	A writes
17	S1H	you' xxx	
18	E1	A It's O.K. to 'can I ask a favour' or can I borrow	
19	E1	your notes or?	
20	S1H	B If I was in this situation 'I missed a lecture	
21	S1H	yesterday because I was sick' - -	
22	S1H	A 'Yesterday, because of - - 'it's not strong - -my	
23	S1H	aunt's funeral (laughter)- -strong (laughter) - - -	
24	S2	It's not' missed' - -so I think I was absent. 'I	
25	S2	missed' means 'it's my fault'. I was absent.- -	
26	S2	B 'Miss' is like, like 'I'm missing you or something'	
27	S2	This one is you miss a lecture.	
28	S1P	A We can say something...	
29	S1P	B Ah yeah yeah	
30	S1P	A You just want to say if just you missed because	
31	S1P	you are lazy you don't want to ask. - If you missed	
32	S1P	a lecture xxx you don't want to ask.	
33	S1P	B No.	
34	S1H	A it's the same, so, 'Can we please? It's okay so	A rubs out first request
35	S1H	we have to write a reason.	A asks R for clarification
36		R So which?	
37		A We won't make a request	
38		R You wouldn't ask. Okay. Just leave it, just put	
39		'no request' and maybe you can say why you	
40		would not make - you don't have to write it but just	A writes 'no request'.
41		say.	

J3 Transcript
E2 Kitchen
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read description of discourse situation silently
01	S1P	A Okay, I just don't want to say anything just	
02	S1P	leave, until she leave, If first time, just	
03	S1P	yesterday, last night, and next morning if I	
04	S1P	find it untidy but maybe she will clean it later,	
05	O2	so. But if it's 3 days ago I will say.	
06		B Ah I see	
07	O2	A If just night before	
08	S1P	B So you leave it and you watch to see what	
09	S1P	she is doing after that.	
10	S1P	A If she clean it it's okay, but if she won't	
11	S1P	clean it, maybe I will clean. Is it first?	
12	S1P	(laughter) It's just like the night before	
13	O2	B We use the kitchen in the morning ..for	
14	O2	breakfast. If it is very untidy - for me I'm so	
15	O2	angry --	
16		A Oh	
17		(laughter)	
18	S1P	A Okay. So what do you say?	
19	O2	B It depends the student.	
20	S1P	A I think if I ask her to clean it I will ask at first	
21	S1H	'Is it yours, did you use it?'	
22	S1H	B Ah yeah xxx	
23	O2	A I don't know where she	
24	O2	B I just think -- ah yeah yeah, yeah yeah ... if	
25	O2	it's on the floor I don't mind.	
26	O2	(laughter)	
27	O2	A If it's on the table --	
28	O2	B Yeah yeah yeah because I use ...	
29	O2	A How about the sink?	
30	O2	B I think um	
31	O2	A You don't want it	
32	O2	B I don't want it, it depends how much.	
33	O2	A Just one, two plates.	
34	O2	B It's okay yeah. If I can't use -	
35	O2	A The table.	
36	S1H	B the table, maybe I say 'Could you clean it?'	
37	O2	A Or maybe if it's just - rubbish. Throw them	
38	O2	away	
39	O2	B Yeah, if it is rubbish or something.	
40		A But it's obvious	
41		B Obvious	
42	O2	A If it's kind of a packet of -	
43	O2	B Ah I see	
44	O2	A Crisps or - If I am in this situation I will say	
45	S1H	'can I throw them away' but if it's plates just I	
46	S1H	will say 'can I xxx these plates -to	
47	O2	B If there is food if there is a lot of dish that's	
48	O2	unclean then what will you do?	
49	O2	A Food and, just..	
50	O2	B Food is okay. It's obvious rubbish, but how	
51	O2	about dirty dish?.	
52	O2	A On the table. Maybe I will say 'Can I put	
53	S1H	these plates to the sink?'	
54	O2	B All right.	
55	S1H	A 'I want to use these dishes, I will wash it'	
56	O2	B You share the dishes?	
57	S1P	A If it's her plates I just don't want to ask her	
58	S1P	to clean it now, but if it's communal, it's	
59	S1P	everyone's I just want to ask 'Did you finish	
60	S1P	it?. Can I clean it because I want to use.'	
61	O2	B I see. We imagine a different situation	
62	FS	because I don't live in dormitories so I can't	
63	FS	imagine. Then I never think of the dishes, we	
64	FS	share the dishes, we share the plates. I think	

65	FS	it's individual one so I just think why you use	
66	FS	that dish - oh I see.	
67	O2	A It depends xxx otherwise. It depends on	
68	O2	the situation. If it's communal maybe I will	
69	O2	ask, but I would ask 'Can you clean it	
70	S1H	because I want to use it.' About rubbish	
71	S1H	maybe 'Can you throw them away'. If it's her	
72	S1H	dishes I just ask her 'Can I put these plates to	
73	S1H	the sink?' and wash it (laughter)	
74		B Yeah uhuh.	
75	S1P	A How about you, you will ask 'could you	
76	S1P	wash it?	
77	O2	B No if it's her plate I leave it but if I use the	
78	O2	plate maybe I ask her 'I want to use this one,	
79	S1H	could you wash it?	
80	S1H	A 'Can I wash it?'	
81	S1H	B Can I wash?' yeah yeah.	
82	S1P	A If I say 'Can I wash it?' she will say 'Oh I	
83	S1P	will wash it'	
84	S1P	B later.	
85	S1P	A Soon, like now.	
86	S1P	B Now	
87	S1P	A 'No no no I mean if I say 'I want to use this	
88	S1P	plate so can I wash it?' maybe she	
89	S1P	will say 'Oh you don't have to wash	
90	S1P	it, I will wash it'.	
91	S1P	B I see,	
92	S1P	A usually it happens. If she won't wash it's	
93	S1P	okay I will wash it.	
94	S1P	A 'Can I wash it?' - - -	
95	S1H	B You have to ask 'is it yours'? It's just two	
96	O2	persons, it's two persons?	
97	S1P	A If these plates are her plates I won't wash.	
98	S1P	B It's hers	
99	S4T	A Can we write alternatives?	
100		RUhuh, yes.	
101	S1H	A Can I put them to the sink? And	A writes
102	S1H	later wash it.	
103	S1P	B I think for me, I just put it in the sink, I never	
104	S1P	ask.	
105	O2	A If she is in the kitchen if she's not in the	
106	O2	kitchen just we put..Maybe in this situation	
107	O2	she is in the kitchen, and if it's communal	A writes
108	O2	maybe 'I want to use them so can I wash	
109	O2	them?'	
110	O2	B How about it's not plates, just on the table	
111	O2	or .	
112	O2	A 'Can I clear the table? I want to have lunch'	A writes

J3 Transcript
E3 Party
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
			A and B read description of discourse situation silently
01	S1H	B 'I really love your dish' -	
02	S1H	A 'I love your dish' dishes?	
03	S1P	B I have to explain I have a joint party.	
04	S1H	A 'Could you cook something for our joint	
05	O2	party?' - - She's room mate.	
06	O2	B Ah yeah - -	
07	S1H	A Could you - something for my -'	A writes
08	E1	B 'For our joint party', not for mine.	
09	O2	A But if she's one of the members of the party	
10	O2	she will cook, I don't have to ask. If it's my party	
11	O2	I have to ask, and maybe and 'please join it up'	
12		B Ah yeah. - -	
13	S1H	'I will be happy if you could (laughter)	
14	E1	A Do you really say 'could you?'	
15	S1H	B Something	
16	S1H	A Something, could you cook something?	A writes

J3 Transcript
E1 – 3
Retrospective interview

Line	Code	Protocol
01		R Okay, so what did you notice about these three situations when you were deciding what to say? - In the first one you talked for example about the reason for missing the lecture, it depended on the reason. Do you want to say a little bit more about that?
02		
03		
04		
05	S3S	B If I miss a lecture because of my laziness I couldn't ask to show or to borrow a friend's notes, it's very impolite. So no request in that situation.
06	S3S	
07	S2	A Maybe if I missed - I'm not sure about 'missed' it means by chance, or arranged?
08		R It means you weren't there, you weren't at the lecture.
09	S3S	A If I knew I would be absent for this next week or so because of funeral in advance I may ask in advance 'Can I borrow your notes because I will be absent.'
10	S3S	
11		R Right. But this time you said you wouldn't make a request.
12	S3S	A Because after it sounds because of my laziness I missed the lecture.
13		R Right.
14	S3S	A So I can't ask.
15		R Ok. But when you were thinking about what you might say you discussed whether you would put the reason first or after the request. How do you decide?
16		
17	S5	B I just think in Japanese way we have to excuse first and then I ask. But in English
18	KB	I think it's the opposite.
19	KB	A First we say excuse
20		R And then the reason. Is that what you've learnt at school or is that because of what you do -
21		
22	KS	A It's not from the school but -naturally, we noticed
23	KS	B I learnt somewhere but -
24		R Right.
25	KS	B It's not from the school
26	KS	A No.
27		R Ok. But you decided in the end not to make a request for E1. Right. In the kitchen you were discussing about the situation. What was important there in the end in deciding what you would say? Did you have two alternatives?
28		
29		A Three. We had three.
30		
31		R Three alternatives.
32	O2	A It depends if the dirty dishes are her dishes or communal.
33		R Right.
34	O2	A If it's communal I think I want to use it so I ask her would she wash it. But I can't say 'Could you wash it?' so I will say 'Can I wash?'
35	S3S	
36		R Ok.
37		A She will wash it.
38		R OK, and what about the other two possibilities?
39		A If they are her dishes xxx I won't say 'Wash them', but maybe she will wash them.
40		R So in the last
41	S3P	A Last one it's obvious rubbish so just say 'Can I clear the table?' and then in indirect way we say 'It's very dirty, I can't use this.' (laughter)
42	S3P	
43		R Right right okay.
44	S3P	A Indirect accusing.
45	S3P	R Indirect accusing. It's like the other situation.
46	S3P	Both Yes.
47		R Yes. And in the last one this was talking to a room- mate about cooking for a party. Is there anything you - what was important there in that situation, in deciding what to say?
48		
49		B I think before I ask I put her a little bit at her ease
50		(laughter)
51		
52	S1H	B 'Oh your dish is very good and so '
53		R You flatter her. Yes. Is that what you decided to say then first?
54	S1H	B Yeah. 'I really love your dish', then 'So could you -'
55		R And then ask her. Okay, okay. So you were happy with what you decided for each situation. And were you thinking in Japanese or English?
56	LT	
57	LT	A I think this time English.
58	LT	B English.
59	LT	R English, okay.
60	LT	A Because it's very informal situation.

J3 Transcript
Concurrent Think Aloud
F1 Bus

Line	Code	Protocol	Action Protocol
01	FS	A Maybe in Japan I wouldn't sit	A and B read description of discourse situation silently
02	O2	B No, I gave up, I can't say that. If I carry a baby	
03	O2	or something maybe I -	
04	O2	A Or very heavy things.	
05	S1H	B Yeah yeah.' May I sit?'	
06	S1H	A Or 'Could you move', which is better, 'can I sit	
07	S1H	there'. Maybe just can you say 'Can I	
08	S1H	sit there?'	
09	E1	A Yeah yeah yeah	A writes

J3 Transcript
Concurrent Think Aloud
F2 Money

Line	Code	Protocol	Action Protocol
01	O2	A In this situation I never ask. Because you	A and B read description of discourse situation silently. A makes a 'pushing away' gesture.
02	O2	don't know this student.	
03	O2	B Ah yeah yeah yeah, I gave up	
04	O2	A If I'm so hungry I give up and I go to my friend	
05	O2	and borrow some money and then come.	
06	O2	B Yeah	

J3 Transcript
Concurrent Think Aloud
F3 Music

Line	Code	Protocol	Action Protocol
01	O2	A It depends how loud	A and B read description of discourse situation silently
02	S1H	B 'Excuse me'	
03	S1H	A 'Could you put the volume down, I want to	
04	S1H	sleep'	
05	S1H	A Or 'could you turn'	
06	S1H	B 'Turn the volume down. 'Turn down the	
07	S1H	volume'.	
08	S1H	A 'A little bit'	
09	S1H	B 'A little bit' yeah.	
10	E1	A Because, I think it's better to say the time.	
11	S1H	B Maybe 'It's time to go to bed'	
12	S1H	A Maybe 'It's half past 12', or 1 o'clock	
13		B I think I go to bed (laughter)	
14	O2	This person noticed that if 'Could you turn the	
15	O2	volume down? It's noisy. It's a time to go to	
16	O2	bed'	
17	E1	A Just this is okay - - -	
18	O2	B Next he will angry (laughter) if I say a lot of	
19	O2	things. (laughter)	

J3 Transcript
F1 - 3
Retrospective interview

Line	Code	Protocol
01		R Okay, I'm going to start by asking you about that last response in F3, you changed your mind. Can you tell me what you changed and why?
02		B The situation is if I say 'Could you turn the volume down?' and then
03	KSS	maybe the person noticed why I want the volume down. It's midnight and
04	KSS	everybody want to sleep, it's very obvious xxx so if I explain 'It's time to
05	KSS	bed' it makes him angry. 'Oh I know that.'
06	KSS	R Right, so you mean you wouldn't give a reason?
07		B Yeah. So I think if I stop here then it's enough.
08	KSS	R What would you say then? What have you decided you would say?
09		B 'Could you turn the volume down a little bit?'
10	S1H	R And finish there? Okay. Okay. Is there anything else you want to say
11		about the last one, the music? Anything else you noticed about it?
12		A It happens.
13	FS	B Quite often.
14	FS	R Happens quite often
15		A Well usually xxx I say 'Could you turn the volume down?' and he or she
16	FS	xxx but it's still noisy, and he or she thinks it's enough, a little bit down.
17	FS	R Right okay. In F2 in the money situation you both said you wouldn't ask.
18		Do you want to say a little bit about that?
19		A It depends on the situation. If I know this student, it's one of my friends,
20	O2	I will borrow some money. If I don't know this student I can't ask. It's
21	O2	better to go back to the classroom or somewhere and find my friend and
22	O2	borrow some money and come back.
23	O2	R Right. Do you want to say any more about why you can't ask?
24		A It's because of money. Because if I borrow a pen it's no problem, but
25	O2	money - - we can't ask money from person I don't know well.
26	O2	R Right okay, okay. And in the first one - the bus? Is there anything - what
27		did you notice particularly there about the situation?
28		A If it's in Japan we won't ask.
29	S5	R Wouldn't ask.
30		A I think here it's very common to ask, 'Please move over.'
31	FS	R Yes. In what way is it different in Japan? Why is it different in Japan?
32		A Maybe in Japan asking something is if I really want to sit I will ask, but if
33	S5	I wasn't tired I can stand
34	S5	R It's better not to ask. Okay, do you want to say any more about that,
35		that difference?
36		A It's the same.
37		ROkay, and were you thinking in Japanese and English? Or ...
38		A I think this situation English.
39	LT	R English, okay. And so you're satisfied with your answers, you wouldn't
40		want to change anything? Okay.
41		

G1 Transcript
Practice session

Line	Code	Protocol	Action Protocol
01	S1P	A OK first I would try to explain him	
02	S1P	or her who has got the book the	
03	S1P	situation that I'm in and um explain	
04	S1P	why I need the book and.	
05	S1P	B I'd probably ask first of all whether	
06	S1P	this person does need the book	
07	S1P	very urgently or at the present	
08	S1P	moment because uh if he says oh	
09	S1P	no I need it but not really now it's	
10	S1P	not very important that I have it right	
11	S1P	now then I have a good basis for	
12	S1P	saying well you just told me that you	
13	S1P	don't need it.	
14	S1P	A Yeah	
15	S1H	B Could you borrow it me for a bit I	
16	S1H	really need it desperately.	
17		A Hmm - -	
18	S1P	B So what shall we do? - -	
19	S1P	A I think we can start with that to	
20	S1P	ask her if she needs it so that would	
21	S1P	be um -	
22	S1H	B Sorry	
23	S1H	A Sorry, (laughter) excuse me,	
24	S1H	B Yes, sorry or excuse me	
25	S1H	A Um ..um or excuse me um	B writes
26	S1H	B Do you presently need that	
27	S1H	book?-	
28	S1P	A Well I think I would say first that I	
29	S1P	had heard, or whatever, where I had	
30	S1P	got this information from and that	
31	S1P	you had the book so and so	
32	S1H	whatever and um - and then do you	
33	S1H	need it at the present time or could	
34	S1H	you think about borrowing it to me	
35	S1H	for a few days.	
36	S1H	B Excuse me, um - I heard that you	
37	S1H	- are holding↑ I dunno, the book -	
38	S1H	do you presently - I learned or	
39	S1H	understand, understand is probably	
40	S1H	quite good. Excuse me I understand	
41	S1H	that you presently held that book	
42		(laughter)	
43	E1	A Understand?	
44	E1	B Yeah understand it means	
45	E1	something like I heard	
46	E1	A Ah OK - -	
47	S1H	B I understand that you presently -	B writes
48	S1H	held?,	
49	E1	A hold?	
50	E1	B hold, probably	
51	E1	A Hold, yeah	B writes
52	E1	A You are holding? No (laughter),	
53	E1	B hold the book, um.	
54	S1H	A Do you need it very urgently, I	
55	E1	don't know if you can you say that?	
56		- - -	
57	S1H	B Do you use it at the moment	B writes
58	S1H	A Yeah	
59	S1H	B if not could I please borrow it from	

60	S1H	you.	
61	S1H	A If not, or otherwise - - -Could I	
62	S1H	borrow it for a few days?	
63	S1H	B Could I please borrow it for some	B writes
64	S1H	days?	
65	E1	A That's it, no reason?	
66	S1H	B Yeah you're right, if not could I	B writes
67	S1H	borrow it from you for some days	
68	S1H	because I need it very urgently.	
69	S1H	A Yeah.	

G1 Transcript
A1 Lift
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	O1	B Shall we start	A and B read silently
02	S1P	A OK the first one, I would do very short and just say	
03	S1H	excuse me my car has broken down could you give	
04	S1H	me a lift to the same street, yes to our street	
05	O2	B Or home, they might not know you	
06	O2	A Yes, that's the problem	
07	S1H	B Perhaps you would be a bit more polite like starting	
08	S1H	again with excuse me, I reckon you live in the same	
09	S1H	street as I or as I do	
10	S1H	A As me?	
11	E1	B As me, yeah, yes you do sometimes use me,	
12	E1	sometimes you don't. Uh and um my car has just	
13	S1H	broken down, could you perhaps give me a lift	
14	S1H	something like this, I don't know just polite.	
15	S1H	A No I think that's OK	
16		B You want to write?	A writes
17	S1H	A Excuse me, um I	
18	S3S	B I reckon, but I'm not sure whether this is very polite,	
19	S3S	but	
20	E1	A I recognize?	
21	E1	B No I reckon	A writes
22	E1	A I reckon, like this?	
23	E1	B I think so	
24	E1	A You're living in the same street?	
25	E1	B You live	
26	E1	A Same street , like me?	A writes
27	S2	B As I, as me	
28	S2	A As I?	
29	S2	B Living in the same street as I as me I don't know	
30	S1H	A My car has just broken down, could you perhaps,	
31	S1H	give me a lift home?	
32	O2	B Yes it really depends on how polite you want to be	
33	O2	A Yes it depends if they are young people	
34	KSP	B Because you could be I think very polite in saying	
35	KSP	could you be so kind as to give me a lift or, yes	
36	KSP	something like that.	A writes
37	E1	A Could you be so kind as to?	
38	E1	B Yes perhaps better, or would you mind giving me a	
39	S1H	lift?	
40	S1H	A Yes that's good I think	
41	S1H	B Yes would you mind giving me a lift home, yes	
42	E1	that's probably best.	
43		A OK next one.	

G1 Transcript
A2 Draft
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read discourse situation silently
01	O2	A We have to be very polite as well I think	A and B read discourse situation silently
02	O2	although you're perhaps a bit angry?	
03	O2	B yeah - - -	
04	S1P	A Excuse me again? (<i>laughter</i>). We should	
05	S1P	say sorry for a change, shouldn't we? - -	
06	O2	B Perhaps it depends on how old are the	
07	O2	people, whether you like them or not,	
08	O2	whether they like you	
09	O2	A The problem is that in this case we don't	
10	O2	know them very well because it is a new	
11	O2	lecturer	
12	O2	B Oh right that's good so we had better be	
13	O2	careful.	
14	S1P	A Yes (<i>laughs</i>). I don't know if it's OK to	
15	S1P	remind him first that we have given this	
16	S1P	essay and when and - -	
17	S1P	B Well we could say then perhaps 'surely	
18	S1H	do you remember me' 'um sorry I - no 'you	
19	S1H	promised me you promised to return my	
20	S1H	draft essay', um -	
21	E1	A I think I wouldn't begin like that because	
22	E1	it's a bit like you promised me and you	
23	E1	didn't do it	
24	E1	B That's exactly what happened	
25	S1H	A I think perhaps I would say 'excuse me I	
26	S1H	gave you my essay ten days ago and' -no	
27	S1H	no that's wrong - 'you promised to return it	
28	S1H	10 days ago' OK, um	
29	S1H	B 'You promised to return it on time and	
30	S1H	that was <i>ten days ago</i> ' - -You could be	
31	S1H	very very friendly and say 'sorry did you	
32	S1H	forget or have you forgotten to return my	
33	S1H	draft essay - -because I'm waiting for it and	
34	S1H	I need it', that would be very positive - -	
35	S4T	A It's not so easy like the first one -sorry to	
36	S1H	begin with.	
37	S1H	B You could say 'is it possible that you	
38	S1H	forgot my the essay that I gave to you-is it	
39	S1H	possible that you forgot to return my draft	
40	S1H	essay?' xxx	
41	S1H	A Is it possible, you forgot - have forgotten	A writes
42	S2	B it might be 'have forgotten' I'm not sure -	
43		-	A writes
44	S1H	A I think forgot. Is it possible that you	
45	S1H	forgot to return my draft essay? Question	
46	S1H	mark	
47	O1	B We have to carry on here or the answer	
48	O1	wouldn't fit um 'because I need it very' no	
49	S1H	because..	
50	S1P	A I would explain how urgent it is because	
51	S1P	of that final -um -	
52	S1P	B But I mean it's too late anyway um 'your	
53	S1P	final draft will now be late and not meet the	
54	S1P	final deadline' so um whatever we do or	
55	S1P	he does I think we're too late anyway um -	B reads discourse situation

56	S1P	-- I think I would carry on saying as this	
57	S1P	has to fit the answer- 'could you please	
58	S1H	return it to me as soon as possible' no	
59	S1H	'could you please return it to me now' and	
60	S1P	he says, 'no, I'm afraid that won't be	
61	S1P	possible'.	
62	S1H	A Could you please return it to me now?	
63	E1	B But it might not be good to use return for	
64	E1	both.	
65	S1P	A So we don't have to explain him why we	
66	S1P	need it so urgently.	
67	S1P	B well he should know	
68	S1P	A Well he should but obviously he doesn't	
69	S1H	B We could carry on -- 'could you please	
70	S1H	return it to me now because'	
71	S2	A 'I have to' how do you say if you have to	
72	S2	keep, no, keep probably not because of	
73	S2	the deadline?	
74	S2	B Meet, you meet the deadline.	
75	S2	A OK (laughter)	
76	S1P	B No but he's we can't meet the deadline	
77	S1P	anyway	
78	S1P	A So why ask him atall?	
79	S1H	B yes, that's -- 'Could you please return it	
80	S1H	to me now '	
81	S1H	A 'Because the deadline has passed	
82	S1H	already -- I missed the deadline already'.	
83	E1	B Yes that's probably right 'I missed the	
84	S1H	deadline already', um - and no 'I will miss	
85	S1H	the deadline, no we haven't missed the	
86	S1H	deadline yet but we will miss it, I will miss	
87	S1H	the deadline already um therefore I need it	
89	S1H	as soon as possible'.	
90	S1H	A Um so 'could you return it to me now' I	
91	S1H	will miss the deadline already so	A writes
92	S1H	B Could you please return it	
93	E1	A No not 'return' again, so I need it as	
94	E1	soon as possible, could you say that?	
95	S1P	B Perhaps we could um	
96	S1H	A 'I need it as soon as possible because I	
97	S1H	will miss' no.	
98	S1H	B If we could skip this bit and say 'sorry is	
99	S1H	it possible that you forgot to return my draft	A writes
100	S1H	essay I will miss the deadline already so	
101	S1H	could you please return it to me now, just	
102	S1H	put this sentence on the end here --	
103	S1H	A Don't know if that's clear, so it's 'sorry is	A writes
104	S1H	it possible you forgot to return my draft	
105	S1H	essay could you please'. No, ' I will miss	
106	S1H	the deadline already so could you please	
107	S1H	return it to me now'.	
108	S1H	B Perhaps you could say 'the deadline for	
109	S1H	the final draft'. So could you please return	
110	S1H	it to me now'	
111		A Uh huh.	

G1 Transcript
A3 Job
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read discourse situation silently
01	S1P	A Well I think I would briefly inform them	
02	S1P	about the situation that I am going to finish	
03	S1P	my studies and uh.	
04	S1P	B Do you think you have to do that? I mean	
05	S1P	they are advertising you don't want them to	
06	S1P	know too much about me now before I	
07	S1P	actually know what they want from me and	
08	S1P	just ask them um like 'I saw your	
09	S1H	advertisement could you please send me	
10	S1H	some information'.	
11	E1	A Some information material?	B reads
12	S1H	B 'Good morning' or 'good day' or something	
13	S1H	um 'hello this is so and so speaking'	B writes
14	S1H	A Yeah	
15	S1H	B 'I saw your <u>advertisement</u> or	
16	S1H	<u>advertisement</u> '	
17	S1H	A <u>advertisement</u>	B writes
18	S1H	B 'I saw your <u>advertisement</u> and would like	
19	S1H	some more information on the job on offer –	
20	E1	on offer'?	
21	S1H	A 'Would like some more information?'	B writes
22	S1H	B Or 'more information' - -	
23	S1H	A 'About the job'	
24	S1H	B 'on offer I think' – I'm not sure	
25	S1H	A 'that you offer?'	
26	E1	B No um 'about the job'	
27	S1H	A on offer	
28	S1H	B 'could you please send it to the following	
29	S4M	address' -I mean you would never really talk	
30	S4M	like this on the phone	
31	S4M	A No	
32	S4M	B because they answer and you would react.	
33	S4M	A Perhaps it's an answering machine	
34		(laughter).	B writes
35	S1H	B 'Could you please send it, send it?'	
36	S1H	A Or just 'send it send it to me' and then the	
37	S1H	address	
38	S1H	B 'to my address' and then you would say	
39	S1P	just to my address and then you start with 22	
40	S1P	Douglas Road.	
41	S1H	A 'to my address which is the following', no	
42	E1	that sounds like –	
43	S1P	B 'address' then you would start with 22	
44	S1P	Douglas Road.	

G1 Transcript
A1 – 3 Retrospective Interview

Line	Code	Protocol
01		R Just looking at all of these situations can you look perhaps at the first
02		one, A1 and think about the reasons why you chose to express your
03		requests in the way that you did, any thoughts about that, why you chose
04		those particular words.
05	O2	B Well we tried to put it in a polite way, because we don't know the
06	O2	people, they don't know..I don't know them, they might know me, um.
07		R Was there anything you noticed about the situation, that you were
08		particularly paying attention to about the situation - - -.
09		B Not really (laughter).
10		R How would you evaluate what you said, were you completely
11		comfortable with what you decided to say, um
12	S4M	B The thing is like when you talk to someone you usually get an answer,
13	S4M	you'd never say such long paragraphs without a full stop or without having
14	S4M	a reaction from the other person and you would probably put things
15	S4M	differently if you knew for example what age are the people and all these
16	S4M	things.
17		R OK and would the situation be exactly the same in Germany?
18	S5	B - -More or less, in Germany you don't pay so much attention to being
19	S5	polite or whatever, but I would say more or less.
20	LT	R What language were you thinking in, were you thinking in English?
21	LT	Both? Yes, OK. Were there any situations that were confusing, I noticed
22		there was some confusion about the word 'draft' but were there any other
23		point there.
24	S4T	A Yes I think that was the most difficult one.
25	S4T	B Because we weren't sure about was why asking him to hurry if we can't
26	S4T	meet the deadline anyway so that was really tricky.
		R OK that's fine.

G1 Transcript
B1 Restaurant
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read the discourse situation silently
01	S1P	A Well I think at the first there are two	B writes
02	S1P	possibilities, either you um make the waiter	
03	S1P	um responsible for the missing fork and	
04	S1H	knife and you say probably 'could it be that	
05	S1H	you have forgotten the knife and the fork'	
06	S1H	or you say that 'I have just realized that my	
07	S1H	knife and fork are missing could you	
08	S1H	please' uh	
09	E1	B Would you really say that much? I would	
10	S1H	just say 'sorry, I don't have any cutlery,	
11	S1H	could you bring them?'	
12	E1	A But it's just a knife and fork.	
13		B Well --	
14	S1P	A Yeah - Yes of course, I would do so	
15	S1H	'excuse me I have no knife and no fork or,	
16	S1H	sounds a bit (laughter).	
17	S1H	B 'Hello you forgot the cutlery, can I have	
18	S1H	some', or 'could I have one?' I mean I	
19	S1H	wouldn't like say -perhaps I would say	
20	S1H	'Excuse me' or 'sorry' but it depends on	
21	O2	the restaurant really (laughter)	
22	S1H	A Well I would say 'excuse me' uh -	
23	S1H	anyway	
24	S1H	B 'Excuse me could you please get me	
25	S1H	some cutlery', or 'bring me' or 'could I	
26	S1H	please have'	
27	S1H	A 'Excuse me could I please have	
28	S1H	something to eat with? - 'Could you please	
29	S1H	bring me a knife and fork.	
30	S1P	B I would start with 'Hello', you have to	
31	S1P	catch the attention.	
32	S1H	A 'Hello, could you please bring me a knife	
33	S1H	- and fork?'	

G1 Transcript
B2 Library
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A & B read discourse situation silently
01	O2	B Look the parents are not there so you	A & B read discourse situation silently
02	O2	can really shout at them	
03	O2	A No not in the library you have to be quiet	
04	O2	yourself (laughter)	
05	S1H	B Well, 'You little bastards shut up!'	
06	O2	A you'd probably be a bit xxx with the kids	
07	O2	wouldn't you?	
08	O2	B Well I would	
09		A xxx (laughter)	
10	S1H	B 'Hi kids could you'	
11	S1H	A 'This is a library not a playground'	
12	E1	B Oh no I hate people saying that.	
13	S1H	(Laughter) ↓ 'Come on, this is a library'.	
14	E1	(Laughter) No I hate that	
15	S1H	' Hey kiddies could you please be quiet',	
16	E1	A kiddies?.	
17	E1	B I don't know if you would say that, I	
18	E1	would always say that - -	
19	S1H	A I think I would just say 'Hey'	
20	S1H	B 'Could you please be quiet' - -	
21		A Ha! That's the answer you get if you are	
22		shouting at them.	
23		B Yes, that's why I want to shout at them	
24		A but I didn't saw it	
25		B But you want to say that..	
26		A Yes, and if they answer me like that xxx	
27		B Um	

G1 Transcript
B3 Room
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read discourse situation silently
01	O2	A The problem is I wouldn't do that if I	A and B read discourse situation silently
02	O2	didn't know the student at all -.	
03	O2	B That's what I feel about it. - - I'd say	
04	S1H	probably 'while you stay here could you	
05	S1H	please take care to clean and uh' no that's	
06	O2	not why because she only has to clean	
07	O2	before the other person returns	
08	S1P	A well uh I would -	
09	S1H	B 'Could you please make sure (that's	
10	S1H	good) make sure that you clean and tidy	
11	S1H	the room before	
12	S1H	A I return	
13	S1H	B 'you leave it again' or 'before I return'	
14	E1	yes?	
15	E1	A before - my return?	
16	E1	B No	
17	E1	A 'before I return'	
18	E1	B Yeah	
19		A Could you please make sure to clean and tidy the room before I return?	

G1 Transcript
B1 – B3 Retrospective interview

Line	Code	Protocol
01		R So was there anything you noticed particularly about these
02		situations, what were you paying attention to in the situations - - was
03		there anything that informed your choices?
04	O2	A We paid attention to the setting, if it is a public room.
05	MSO	B I would still shout, (laughter) it's easier to shout in a language that
06	MSO	is not your own – much easier
07		R Why is that do you think?
08	MSO	B Because you understand it but you don't feel it. You might in some
09	MSO	years time feel it as well, now I sometimes realize that I say things
10	MSO	which I wouldn't say in German because I don't feel to which extent
11	MSO	they are bad.
12		R Is there anything which you would change in what you decided to
13		say?
14	S4M	B I feel it is always difficult to imagine the people and the
15	S4M	environment and the surroundings because um it is such a
16	S4M	difference if you actually talk to someone if you just imagine you are
17	S4M	talking to someone and yeah.
18		R And were there any difficulties in the situations that you were
19		aware of?
20	LT	B like I said before when we were thinking about shouting at the kids
21	LT	or not, that was the first time when I reconsiderd what I would say in
22	LT	German, and especially because of this thing I find that I more easily
23	LT	swear in English than I do in German, so, it is not really a difficulty.
24		R Is there anything else you want to add to that, any thoughts you
25		had about any of those situations?

G1 Transcript
C1 Extension
Concurrent Think Aloud

Line	Code	Transcript	Action Protocol A & B read discourse situation silently
01	O2	B I wish all the lecturers would say that	B reads response
02	O2	A They what?	
03	O2	B They would say 'yes of course' (laughter).	
04	O2	You get the extension – that would be good.	
05	O2	A Mm - -	
06	O2	A Well actually it looks like the same situation	
07	O2	as the first one but I think it's different because	
08	O2	now we know the person	
09	O2	B But we still don't know what kind of a person	
10	O2	it is and whether we like the person, whether	
11	O2	the person likes us and that's a big difference	
12	O2	and it's also a question of age. When I went	
13	O2	back to school after 6 years working and doing	
14	O2	everything, I was a completely different pupil	
15	O2	and I had a completely different relationship to	
16	O2	my lecturers and teachers than what I had	
17	O2	when I was actually a kid	
18	O2	A Yeah	
19	O2	B So - - we still don't know much, I'd say.	
20	O2	A Yes we just know that we know him but not	
21	O2	what he's like	
22	O2	B And whether we like him, or she (laughter) -	A & B read the discourse situation again
23	O2	let's try anyway	
24	S1H	A I would say something like 'I just realized that	
25	S1H	I can't manage to hand in the paper, uh – at the	
26	S2	- time – what's the word –	
27	S2	B in time	
28	S2	A in time, - - I don't know if you can say that,	
29	S1H	'could you please give me some extension', no.	
30	S1H	'Some more time'.	
31	S1H	B I don't know, (laughter) 'could I have an	
32	S1H	extension' – I don't know. I would probably start	
33	S1H	with something like: 'I'm really working hard on	
34	S1H	this paper (A laughs) but I still need more time,	
35	S1H	would it be possible to extend the deadline?'	
36		A Mmm - -	
37	S1P	B Like showing it's not for any dodgy reason	
38	S1P	that you..	
39	S1P	A Try to put him in a – uh - good mood in	
40	S1P	favour of you because you're working so hard	
41	S1P	and you really	
42	S1P	B deserve to get an extension - -	
43	S1P	A It would sound a bit ironic couldn't it? If you	
44	S1P	say I was working really hard	
45	S1P	B it depends on how you say it of course, and	
46	S1P	how sad your eyes look and how tired you look.	
47	S1P	Um - so what ?	
48	E1	A I'm not so sure if I would say that – um	
49	S1H	B That's kind of a reason to say 'look though	
50	S1H	I'm giving my best though I'm working really	
51	S1H	hard, I'..	
52	S1P	A Yes but everyone could say that – you could	
53	S1P	also have a party all night long	
54	S1P	B That's a question of whether you are a	

55	S1P	credible person or not - - - right then, what	
56	S1P	would you say	
57	S1P	A I think that I would explain that I have to do,	
58	S1P	probably that I have to do some other um	
59	S1P	assignments or whatever and that's too much	
60	S1P	to..	
61	S1P	B I think teachers and lecturers don't want to	
62	S1P	hear that.	
63	S1P	A Yes but they also don't want to hear that I	
64	S1P	have really worked hard – such a poor person	
65	S1P	(laughter). So I think I would just say it like it is	
66	S1P	and give no reasons but just say.	
67	S1P	B Before you wanted to give reasons all the	
68	S1P	time	
69	S1P	A That's true	
70	S1P	B Right give it no reason	
71	S1P	A I don't know of course, it's better to give a	
72	O2	reason, it really depends on him or her that's	
73	O2	the problem - if he's willing to believe that kind	
74	O2	of excuses	
75	O2	B And whether you have any kind of	
76	O2	relationship with that person or not.	
77	S1P	A OK let's try it your way	
78	S1P	B No no no	
79	S1P	A perhaps then we have a better chance of	
80	S1P	getting the extension, perhaps not. Who	
81	S1P	knows? Or you could even say, 'you know, I'm	
82	S1H	really working hard'	
83	S1H	A 'You know me like I always do'	
84	S1H	B But actually I would say something that' I'm	
85	S1H	really trying to meet the deadline, but I can see	
86	S1H	now that I won't be able to finish the paper in	
87	S1H	time'.	
88	S1H	A So,' I – really try' –	A writes
89	S1H	B Or you could say 'I'm really working hard but	
90	S1H	I won't be able to finish the paper in time	
91	S1H	- in time – finish the paper in time'	
92	S1H	A 'Is it possible, could you please allow for an	
93	S1H	extension? - -	
94	E1	A Allow for an extension?	
95	E1	B I don't know, I think so, I'm not sure - - - all	A writes
96	E1	right, next one.	

G1 Transcript
C2 Book
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A & B read discourse situation silently
01	S1P	B You could say almost the same like we	
02	S1P	did before	
03	S1P	A more or less.	
04	S1H	B Or you say 'I've found the reference for a	
05	S1H	very interesting book or important book,	
06	S1H	but I can't find it in the library, - um.	
07	S1H	A 'I found a book that um could really help	
08	S1H	me with my essay, or just could be	
09	S1H	important or that is obviously important'	
10	S1H	B Yeah - -	
11	S1H	A 'I found a book that is'	A writes
12	S1P	B You found a reference because the book	
13	S1P	is not available.	
14	S1H	B 'The reference because it's' um	
15	S1H	A OK	
16	S1H	B 'the reference of a book or the reference	
17	S1H	of an important book which is important for	
18	S1H	my essay'.	
19	S1H	A yeah. 'Unfortunately it's not available in	A writes
20	S1H	the library'.	
21	E1	B That's very good indeed	
22	S2	A Ah I always have difficulty with that	
23	S2	word.	
24	S2	B Un – for – tu -nately	
25	S1H	A 'But I was told'	
26	S1H	B 'That you have a copy of it'. 'Could I	
27	S1H	please borrow it' or 'would you mind	A writes
28	S1H	lending it to me?' If the lecturer tends not	
29	S1P	to even lend books to students I would not	
30	S1P	dare to – xxx	
31	S1P	A Obviously, but	
32	S1P	B well we have to do it.	

G1 Transcript
C3 Lift (2)
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	O3	B Does the sentence start with 'you'?	A writes
02	O3	A No, no	
03	O3	B No?	
04		A xxx	
05	S1H	B All right, -- 'would you mind giving	
06	S1H	me a lift?'	
07	S1H	A 'I know we have - the same way?'	
08	E1	Actually you don't need to say that, do	
09	E1	you?	
10	E1	B What do you mean, you don't need	
11	E1	to say that?	
12	E1	A That you have the same way	
13	O2	B No - I mean that's if we don't know,	
14	O2	we could assume that the lecturer	
15	O2	knows where we are living or that he	
16	O2	or she is going the same way, or my	
17	S1H	way, - or you could say like 'aren't	
18	S1H	you going the same way or are you,	
19	S1H	aren't you going'	
20	S1H	A 'my way'	
21	S1H	B 'my way, would you mind giving me	
22	S1H	a lift?'	

G1 Transcript
C1 – 3
Retrospective interview

Line	Code	Protocol
01		OK, just looking at those answers you have given, is there anything
02		that you were thinking of particularly as you planned your responses?
03		Anything you were paying attention to particularly?
04	KSP	A Obviously the first one, whether it is good to give a reason and how
05	KSP	to do it.
06		R in C1?
07		A in C1.
08		R Was there anything else?
09	S4M	B You try to imagine how you'd actually react in the situation and you
10	S4M	could go from lecturer to lecturer and they're all so different and you
11	S4M	would act differently so that's like kind of.. um, dunno
12		R OK did you consider the lecturer's response in C1 or C2? In what
13		way did that..
14	S4M	B The first response was rather positive, whereas the second one was
15	S4M	troubling me all the time because how am I going to um imagine I have
16	S4M	a good relationship to this lecturer if he does not tend to lend books to
17	S4M	students. So it was like the first answer was so positive and the next
18	S4M	one was quite negative from my point of view, so that was a bit of a
19	S4M	contradiction.
20	O2	A And the second one it seems that he has got his principles and the
21	O2	first one is very, yeah, open minded.
22		R OK is there anything you would want to change in what you have
23		chosen to say or anything you're not sure about or are you quite happy
24		wity your answers, - or were there any difficulties that you noticed in
25		the situations?
26		B Not that we haven't mentioned before.
27		A Just the point about really working hard.
28		R And which language were you thinking in?
29	LT	A & B English
30		R English all the way through, right, OK.

G1 Transcript
D1. House Help
Concurrent Think Aloud

Line	Code	Protocol	Action protocol A & B read the discourse situation silently
01	S1H	A 'I wonder if you could help me a bit with the	
02	S1H	housework'.	
03	O2	B Well you know they have known each	
04	O2	other for a long time..um we don't know	
05	O2	whether she is going to pay him anything,	
06	O2	that would be an interesting thing for us if	
07	O2	she's paying us anything. It would probably	
08	KSP	be very personal like: 'Hey Freddie,	
09	S1H	(laughter) I could do with a helping hand in	
10	S1H	the house, would you like to come	
11	S1H	sometimes over the vacation' or something	
12	KSP	like this - - it would be quite informal, I'd say.	
13	E1	A Yeah. Sure. What was the beginning?	
14	S1H	B 'I could do with a helping hand - in the	
15	S1H	house would you like to come sometimes	
16	O2	over the vacation', or if she pays him you	
17	S1H	could say: 'Hey Freddie, would you like to	
18	S1H	earn some extra money and help me in the	
19	S1H	house over the vacations'.	
20	O2	A I think she won't because otherwise it	A writes
21	O2	would be xxx because it's a really strong	
22	O2	argument for most people. - So, 'Hey	
23	S2	B I don't know whether 'Hey' is right - she'd	
24	S2	probably say 'Well, or 'Hey' is probably not	
25	S2	too bad.	A writes
26	S1H	A I - could - do - in the house?. Could you	
27	S1H	come around sometimes?	
28	S1H	B 'Could you' or 'could you call', no I don't	
29	E1	know - I don't know whether come around is	
30	E1	right to be honest.	
31	S1P	A Perhaps we should mention the xxx help in	
32	S1P	the house, no it's OK um.	
33	S1H	B 'Hey Freddie I could do with a helping	
34	S1H	hand in the house - couldn't you come	
35	S1H	sometimes during your vacations?' - - -	A writes
36	E1	A I wouldn't say 'around' I think.	
37	S1H	B No? 'Could you come sometimes during	
38	S1H	the vacations?' - - -	
39	E1	A I think it sounds a bit German	
40	S1H	B (laughter) Do you think 'could you come	
41	S1H	sometimes?'	
42	E1	A I think it doesn't make much difference if	
43	E1	you say 'come' or 'come around'.	
44	E1	B Sure.	
45	S1H	A 'during' - OK?	
46	S2	B Perhaps it's come around, I don't know. 'I	
47	S1H	could do with a helping hand in the house,	
48	S1H	couldn't you come' - perhaps it's 'come	
49	E1	around'.	
50		A I think you can say xxx.	
51		B All right, next one, next one?	

G1 Transcript
D2 Hospital
Concurrent Think Aloud

Line	Code	Protocol	Action protocol A & B read discourse situation
01	O3	B I don't know what 'minding' a friends'	A notices response
02	O3	child is, I mean I have an idea, it's	
03	O3	probably looking after but -	
04	O3	A Yeah I think so -	
05	O3	B But I've never heard that before	
06	O3	A No, me neither - - -	
07	O2	B Must be something a bit alarming, - - I	
08	O2	mean she would be quite alarmed because	
09	O2	she did take a fall	
10	O2	A Mm - -	
11	S1H	B 'Dear dear could you bring me to	
12	S1H	hospital, I just fell!	
13	E1	A She asks, she doesn't just cry (laughter)	
14	O2	B Look, an elderly lady	
15	O2	A We don't know if she's still lying on the	
16	O2	floor, or if she's - -can get up by herself	
17	KSS	B Even I wouldn't be like, um very even I	
18	KSS	wouldn't choose my words very properly in	
19	KSS	such a situation, I don't know, maybe I	
20	KSS	would but - um - and she would probably	
21	KSS	call us 'dear', - yeah (laughter).	
22	S1H	A 'Oh I need something with, I need some	
23	S1H	help', uh	
24	E1	B You wouldn't say that in such a situation.	
25	E1	A Why not?	
26	O2	B She just fell, and it hurts and you're	
27	O2	desperate to get some help - -maybe you'd	
28	E1	say that I don't know. I wouldn't say that.	
29	O2	A I mean it depends on probably either she	
30	O2	has fallen I don't know, down the stairs	
31	O2	and it's really hurt, or whatever	
32	O2	B I mean she has to go to the hospital.	
33	O2	A Yeah but elderly people are sometimes	
34	O2	a bit you know (laughs) scary - I mean	
35	O2	that's why I wouldn't react like <i>this</i> .	
36	O2	Probably I would try to handle both in	
37	O2	some way I don't know, taking the child	
38	O2	with me or whatever but - it can't be so	
39	O2	severe.	
40	O2	B I don't know - - -	
41	S1P	A Either she tells us what has happened	
42	S1P	and then she worries about that something	
43	S1P	could have happened and then she wants	
44	S1P	to go to the hospital in order to get um, uh.	
45	S1P	B Whatsoever..	
46	S1P	A Or she's really desperate and says 'you	
47	S1H	<i>must</i> help me'.	
48	O2	B I'm sure she's a bit, - I don't know if	
49	O2	excited is the right word, but uh shaking	
50	S1H	and' ↑oh dear oh dear I just fell could you	
51	S1H	get me to the hospital'. We can make her	
52	O2	falling down the stairs if we like (laughter)	
53	O2	A No, we don't need to, um - 'oh dear'	
54	S1H	that's for sure - um I just, I mean it can't be	
55	O2	so severe because she lives next door and	

56	O2	she managed to get to you.	
57	O2	B But we don't know how she did that.	
58	O2	A You mean she's shouting from the	
59	O2	B No, she might be crawling - hopping on	
60	O2	one feet (laughter).	
61	S1H	A 'I've just fallen? I just fell?'	
62	O2	B, uh no, yes she got up, she fell. 'Could	A writes
63	S1H	you please get me to the hospital', or 'help	
64	S1H	me to get to the hospital, could you	
65	S1H	<i>please</i> ', no I don't know.	
66	S1H	A 'Could you help me to get to the hospital'	A writes
67	E1	B You forgot 'please'	
68	E1	A you can say this at the end (laughs).	
69	E1	B Yeah but (laughter).	
70	S1H	A 'Could you help - to get to the hospital'.	A writes
71	S1H	'Could you help me please'	
72	S1H	B Could you <i>please</i> help me? (laughter)	A writes

G1 Transcript
D3 Police
Concurrent Think-Aloud

Line	Code	Protocol	Action Protocol A & B read discourse situation silently
01	S1H	B Um, 'Hello, could you please move	
02	S1H	your car, we need some space for a	
03	S1H	removal van is coming soon, we need a	A writes
04	E1	space'. No not 'remove', 'move'.	
05	E1	A Ah	
06	S1H	B 'Sir', he'd probably say 'Sir'.	
07	E1	A 'Sir'? He's talking to us.	
08	O1	B Yes, we are saying what the	
09	O1	policeman is saying to us.	
10	E1	A Yeah and he won't call us 'Sir'.	
11	O2	B All right I was thinking that a man was	
12	S1H	driving, all right? Lady, darling, love?	
13	E1	A (laughter) love?	
14	E1	B Love, yeah (laughter)	
15	S1H	A Um – 'move your car'	
16	S1H	B 'Please move your car love' (laughter)	A writes
17	S1H	A Um, - 'It's coming soon?'	
18	S1H	B Or 'we'll need a space soon'.	
19	S1H	A 'We need some space'	A writes
20	S1H	B That's it, give <i>short</i> sentences	
21		A some space for a – yups.	A writes
22			

G1 Transcript
D1 – 3
Retrospective Interviews

Line	Code	Protocol
01		R OK, so the same with these 3 situations whether, was there
02		anything particular you were aware of in the situations or anything
03		you were paying attention to that affected your decisions about
04		what to say?
05	O2	B Well we tried to take into account that we had known the
06	O2	people. I'm not sure whether we got that right, um - -.
07		R What about in the policeman situation?
08	KS	B I know we were thinking of the security people walking around
09	KS	the Uni they tend to be like '↓Hey love, how are you doing' and
10	KS	talk in very short sentences and uh um, yeah.
11		R Is there anything you would change about what you've decided
12		or are you quite happy with your final answers? Or was there
13		anything you really weren't sure about?
14	S4M	B It's really difficult to say because um I think if I read through
15	S4M	what I said tomorrow, I would probably change something.
16	S4M	A In some situations you just think you need some more
17	S4M	information to make a freer decision.
18		R Are there any of these 3 situations where you feel you would
19		have liked more information?
20	S4T	A The second obviously because we couldn't get along about this.
21		R OK and were you thinking in German or in English?
22	LT	A & B In English
23		R OK.

G1 Transcript
E1 Notes
Concurrent Think-Aloud

Line	Code	Protocol	Action Protocol
01	S1H	A 'Could you just lend me your notes for	
02	S1H	yesterday's lecture?'	
03	S1P	B No, first you have to ask whether this person	
04	S1P	went to this lecture or not.	
05	S1P	A Oh	
06	O2	B You see you can never know, you haven't	
07	O2	been there so you don't know whether this	
08	O2	person was there um.	
09	S1H	'Did you go to the lecture yesterday, - could I	
10	S1H	please borrow your notes?'	
11	S1H	A OK	
12	S1H	B 'Did you go to the lecture yesterday?' And now	B writes
13	S1P	here we need an answer - which is yes, we	
14	S1H	assume. Um 'Could you please - uh lend' - it's	B writes
15	E1	lend isn't it?	
16	E1	A Uhuh	B writes
17	S1H	B 'Lend me your notes'	
18	S1H	A Uhuh	

G1 Transcript
E2 Kitchen
Concurrent Think-Aloud

Line	Code	Protocol	Action Protocol
01		B 'You share a kitchen with another student who	B reads aloud
02	FS	has left it in a mess' - that's a situation which /	
03	FS	know well and I haven't found a good way to say	
04	FS	anything on that topic -- yeps.	
05	FS	A I love that situation.	
06	FS	B Yeah I do	
07	KSS	A I always think I haven't got the right to tell them	
08	KSS	what to do and what not to do but actually you	
09	KSS	should say something (laughter) that's for sure.	
10	KSS	B You have to, or at least you have to go to the	
11	KSS	accommodation service.' If you don't clean right	
12	S1H	now I'll go to the accommodation service and	
13	S1H	they will bill you'.	
14	S1H	A Yes!.	
15	S1H	B Um, we could say 'could you please clear your	
16	S1H	mess' - - -	
17	S1H	A 'That's not the first time that you leave the	
18	S1H	kitchen in a mess' (laughter)	
19	S1P	B Well we could have like, I don't know -no I	
20	S1P	wouldn't say that, I would probably start with	
21	S1H	saying 'could you please clear your mess away	
22	S1H	or clear your mess' and if she answered like this	
23	S1P	then I would start shouting at her. Well what we	
24	KS	say at home is like with one of our girls we say	
25	KS	'you little monster, you little filthy monster could	
26	KS	you please clean your mess' or 'clear your	
27	KS	mess'.	
28	KS	A And does it help?	
29	KS	B Yes it helps, but with the other two guys it	
30	KS	doesn't.	
31	S1H	A Well I would just keep it very short and say	
32	S1H	'could you please clean - or clear up'.	
33	S1H	B 'Could you please clean -clear -it's clear your	B writes
34	E1	mess isn't it?	
35	E1	A Clear your mess I think it is.	
36		B OK.	

**G1 Transcript
E3 Party
Concurrent Think Aloud**

Line	Code	Protocol	Action Protocol
		B Your room mate is a good cook. You want her to prepare the food for your joint party. Ask her to prepare the food. -	B reads description of discourse situation aloud.
01	S1H	- 'As you are such a good cook – I would	
02	S1H	do it in a funny way – as you are <i>such</i> a	
03	S1H	good cook, I suggest <i>you</i> prepare the	
04	S1H	food and I - I am your servant'.	
05	S1P	A Yeah, I would, in any case I would	
06	S1P	suggest that I will do something as well	
07	S1P	(laughter) and not leave all the work to	
08	S1P	her	
09	S1P	B No no no by all means no	
10	S1P	A -I don't know I would cut the	
11	S1P	vegetables or whatever (<i>laughter</i>). - - 1	
12	S1H	will help you if you tell me what to do'.	
13	S1H	B 'As - you are such a good cook, as	B writes
14	S1H	you are such a good cook - I suggest?	
15	S1H	you prepare the food for the party'	
16	S1H	because 'and I will be your helping hand'	
17	S1H	A Uh huh	
18	E1	B I mean I don't know whether you can	
19	E1	say it, I just like it.	

G1 Transcript
E1 – E3
Retrospective Interview

Line	Code	Protocol
01		R Was there anything you noticed particularly about any of these
02		3 situations you went through them much more quickly than the
03		others.
04	FS	A Because we are more familiar with them
05	FS	B [with these situations]
06	FS	A than with the others.
07		R Was there anything that you particularly felt you needed to
08		notice about the situations or who you were talking to or the
09		context or - were there any difficulties at all?
10	O2	B Probably again you would probably approach someone you
11	O2	know differently from someone you don't know, if you ask for
12	O2	notes or whatever - yeah and here with the mess in the kitchen it
13	O2	would also depend on what she said like er is that the first time or
14	O2	is that what happens every day.
15		R OK - so you are quite happy with what you decided in the end -
16		nothing there you would want to change?
17		B Not really.

G1 Transcript
F1 Bus
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
			A & B read discourse situation silently
01	S1H	B That's difficult - uh - I don't know like er,	
02	S1H	'sorry could you move - uh a bit further or	
03	S1H	could you move uh a bit further so that I	
04	S1H	can take this seat here' something like	
05	S1H	that.	
06	E1	A That's so long - I think you don't need to	
07	S1H	say so much just either just 'could you	
08	S1H	move a bit further' or 'can I sit down here	
09	S1H	or there' or whatever.	
10	S1H	B - - I don't know really - 'could you please	
11	O2	move' - I'm not even sure why why does	
12	O2	he have to move - is there a free space in	
13	O2	the middle and uh - or what is it?	
14	O2	A Well I think there's one seat free next to	
15	O2	him or her and probably he's got his back	
16	O2	on it or whatever or just.	
17	S1H	B Mm 'could you please move so that I can	
18	S1H	sit down here'.	
19	S1H	A I think I would just say 'could you move a	
20	S1P	bit' or I mean it's clear then that you want	
21	S1P	to sit down there, I think, because	
22	S1P	otherwise you wouldn't ask - -um or 'can I	
23	S1H	sit down here please'.	
24	E1	B So you wouldn't say like um -could you -	
25	E1	A I wouldn't say can you do that in order	
26	E1	that I can do that	
27	E1	B Oh right you wouldn't (laughter) - so	
28	E1	what do you want to say then?	
29	S1H	A Oh, 'can I sit down here, please'	B writes

G1 Transcript
F2 Money
Concurrent Think Aloud

Line	Code	Protocol	Action protocol
01		B You're standing in the lunch queue	B reads aloud from discourse situation
02	O2	I wouldn't do that	
03	O2	A No me neither, if you don't know him or	
04	O2	her I think no one who doesn't know you	
05	O2	would lend you some money	
06	O2	B Yeah	
07	O2	A because you would probably never see	
08	O2	him or her again.	
09	O2	B Could it seem that the student xxx is a	
10	O2	friend	
11	S1H	A Or you could say - oh no you can't I just	
12	S1H	thought you can say 'I can go to the bank	
13	S1H	after lunch' but if you don't have your	
14	O2	purse you probably don't have your credit	
15	O2	cards so (laughter).	
16	O2	B Yes, true enough. - Sorry, I'm so so	
17	S1H	hungry, (laughter) I'm starving.	
18	S1H	A I'm starving.	
19	S1H	B 'Could you please lend me some money'	
20	O2	- I mean if it's a student you would	
21	S1H	probably say 'oh f.....(expletive)' (laughter).	B writes
22	S1H	I've left my <i>purse</i> at home, could you	
23	S1H	perhaps lend me some money?	
24	S1H	A Um - -some kind of (laughter) something	
25	S1H	like that.	
26	S1H	B 'I left - my purse at home, - could you	
27	S1H	perhaps lend me some money I'm	
28	S1H	starving, I really need to eat something'.	
29	E1	A I think if you are saying things like 'Oh	
30	E1	f....' then you can also say 'I'm starving'	
31	E1	(laughter) you don't have to explain in such	B writes
32	E1	a long phrase (laughter).	
33	E1	B All right 'I am really'	
34	E1	A Makes it more dramatic.	
35	S2	B The only thing is I don't really know how	
36	S2	to write starving	
37	S2	A S - t - a - r - v - i - n - g	
38	S2	B 'V' not 'W'?	
39	S2	A No I think it's 'V'.	
40	S2	B Starving oh could be, look's good.	
41	S2	A I'm really starving - OK.	

G1 Transcript
F3 Music
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		B 'The student in a nearby room in your student	B reads discourse
02		accommodation is playing loud music. You are	situation aloud
03	FS	trying to sleep', I know that situation	
04	FS	A Me too (laughter)	
05	FS	B 'And ask her to turn it down'. This is my	A yawns
06	FS	everyday nightmare - - uh.	
07	FS	A And what do you do? Do you go there and -I	
08	FS	haven't done it by now.	
09	KS	B [By now, by now], I've done it	
10	KS	and I know I start going to the accommodation	
11	KS	service and if it's everyday I would go there, I	
12	KS	just need to sleep and I just don't get any sleep	
13	KS	really.	
14	KS	A It's so bad?	
15	KS	B It's really bad.	
16	KS	A Um - - when I am trying to get some sleep	
17	KS	and it's impossible - mm.	
18	KS	B It really depends on who is playing the music	
19	KS	in our house because I have an agreement with	
20	KS	three of them	
21	KS	A Oh, already?	
22	KS	B so or just, xxx if they have forgotten that I am	
23	KS	in bed already I just go down and say 'could	
24	KS	you please turn the volume down' and they say	
25	KS	'yes of course sorry'. With the other one there's	
26	KS	nothing to say any more really - um. - Yes I	
27	S1H	usually say 'could you please turn the volume	
28	S1H	down I want to sleep' or 'have to sleep'.	
29	S1H	A Yeah	A writes
30	E1	B 'I have to sleep' or 'want to sleep?'	
31	S1H	A Well, 'I have to sleep'	
32	S1H	B That's what I say, no, 'I have to sleep'.	A writes

G1 Transcript
F1 – F3
Retrospective interview

Line	Code	Protocol
01		R Again the same question, was there anything in particular that you
02		were thinking about during those situations anything particularly that
03		you were paying attention to - or noticed?
04	O2	A Yeah the second one is a bit tricky if you don't know the student
05	O2	you are asking um.
06	O2	B Probably you won't do it if you don't know him or her.
07	O2	R So you wouldn't ask atall?
08	O2	B Well not a stranger.
09		R Is there anything you would change about what you have written
10		or..
11	E1	B I would change the first bit actually.
12	E1	R so in F1?
13	E1	B Yeah, yeah, I would say more than this, I'd say 'could you please
14	E1	move so that I can sit down here', yeah I'd say more.
15	S3S	A Yeah I probably would too if it wouldn't be a student but to a
16	S3S	student they are very short statement, and
17	S3S	B [no I would xxx]
18	S3S	R So you'd make it shorter, as it's a student you would say less?
19	S3S	A [No, no, yeah].
20	S3S	No, I would, if it's a student I would say something like <i>that</i> and if it's
21	S3S	not a student, an elderly person or whatever then -
22		R OK. Did you in F1 and F2 take into account the reply of the
23		student, did that affect what you decided to say in the end? In F1
24		and F2 you have a response from the student.
25	O3	A In F1 I think it doesn't matter - because it doesn't change the
26	O3	question
27	O3	R right
28	O3	B I didn't take F2 into account as I didn't read it.
29	O3	A I read it but I forgot it but (laughter).
30		R OK. Was there anything else you noticed about any of those three
31		or were there any difficulties that you found with any of the situations
32		responding to them?
33	LT	R No? And you were thinking in German again, thinking in English
34	LT	rather? OK.

G2 Transcript
Practice session

Line	Code	Protocol	Action protocol
01	S1P	B So what would you say? If I would be the student	
02	S1P	with the book?	
03	S1P	A Um I'm not quite sure if I would ask you to give me	
04	S1P	the book as well probably later on. I would probably	
05	S1P	have a look at another <i>equal</i> book or something like	
06	S1P	that. Or I would ask you in a friendly way 'Hey could I	
07	S1H	borrow it for, I don't know, about 2 days or something	
08	S1H	and copy the necessary parts for me and then give it	
09	S1H	back to you'.	
10	S1P	B If I would really need the book I would ask.	
11	S1P	A Yeah.	
12	FS	B Yeah. I think I was nearly in the same situation a few	
13	FS	weeks ago. So ...	
14	FS	A It's quite annoying.	
15	S1H	B I would go 'Sorry do you need the book at the	
16	S1H	moment? What do you think, how long will you take the	
17	S1H	book?' Yeah I don't know, I would ask ask ask ... if it's	
18	S1P	possible to get the book now. Yeah what else? But if	
19	O2	there would come an unfriendly answer I would stop.	
20	O2	A Yeah me as well.	
21	S1P	B (laughter) Or you could probably get it from another	
22	S1P	library in Britain or from another country. I think it takes	
23	S1P	a long time probably to get it then. Yeah, I think I would	
24	O2	ask as well yeah. If it's friendly it's okay, we can share	
25	O2	it probably. And if it's not friendly we just leave it.	
26	O2	A (laughter) And that's it xxx.	
27	S1P	B I would ask to borrow it only one hour and then bring	
28	S1P	it back.	
29	S1P	A [Yeah, yeah]	
30	S1P	B To exchange the telephone numbers or something. If	
31	O2	I would really need the book on this day I would try	
32	O2	everything (laughter). So perhaps we can write down	
33	O2	A probably the thing I've said already, if it's friendly then	
34	O2	we can share it probably and I can make some copies.	
35	S1H	B Yeah we can write 'Oh sorry, I'm	
36	S1H	A [So we should write]	
37	S1H	B searching for this book as well, is it possible to borrow	
38	S1H	it or do you need it?' Yeah and then we write, but if	
39	O2	there comes an unfriendly response then we stop our	
40	O2	conversation and if the person seems to be friendly and	
41	O2	- yeah, then we can write another sentence so perhaps	
42	O2	we can manage it that I get the book for 2 hours and	
43	O2	then I bring it back.	
44	O1	A So we should write down the same, same sentence.	
45	S1H	B Okay so - 'Sorry' (laughter)	
46	S3S	A 'Would you mind?' probably is quite friendly isn't it?	
47	S1H	B I would start to ask 'Do you need the book now?'	
48	S1H	A Yeah I would probably write 'Would you mind if I could	
49	S1H	borrow for' no -	
50	S1H	B 'If I take this book'.	
51	S3S	A Yeah. xxx if you would say like 'Sorry, I need that	
52	S3S	book too'. I think in an English way it's very unfriendly	
53	S3S	probably.	
54	S1H	B Yeah. No I would say 'Sorry, this book, do you need it	
55	S1P	at the moment?' And then you can wait for the first	
56	S1H	reaction.	
57	S1P	A So 'Sorry, do you need'. And then?	A writes

58	S1P	B Then waiting for the reaction. If the reaction is in a	A writes
59	S1P	negative like 'yes'	
60	S1P	A So then just negative and -	
61	S1H	B Then I would stop xxx. Otherwise the next sentence	
62	S1H	would be 'Would you mind if I borrow it for one hour?'	
63	S3P	A yeah, that's lovely - - or 'would borrow'?	
64	S3P	B 'If I borrow' - I don't know.	
65	S1H	A 'For a couple of hours'?	
66	E1	B Yeah okay, that's better. And answer would be 'Oh	
67	S1P	no problem' it's okay, but if someone said 'Oh I need it	
68	S1H	the next hours', I would say 'Oh so perhaps could you	
69	S1H	make a suggestion how we can share it? I need it	
70	S1P	today it's really urgent' yeah. For me I would offer that	
71	S1P	the other person can make a suggestion. This is not	
72	S1P	possible.	
73		A So that's it.	

G2 Transcript
A1 Lift
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		B Okay, so xxx	
02		A Wait wait wait a minute. (Laughter)- Mm?	
03	S1H	B I don't know what I would say. I would say	
04	S1H	'Oh hello, I don't know your name but I know	
05	S1H	that you're living in my street. Do you know	
06	S1H	me? (laughter)	
07	S1H	B 'My car is broken and are you going home.	
08	S1H	Perhaps we have the same way and I can go	
09	S1H	with you in your car' (laughter) 'Do you think	
10	S1H	it's a problem? It would be great'.	
11	O2	A I-I- I'm not quite sure when you are in front	
12	O2	of the supermarket, do you have a lot of bags	
13	O2	with you which are quite heavy? Or if I	
14	O2	wouldn't have heavy bags I think I would just	
15	S2	go and leave the car on the - what is it?	
16	S2	B Parkhouse, parkplatz?	
17	S2	A xxx place, carpark? (laughter). And if I have	
18	O2	heavy bags, yeah I think I would ask them.	
19	S1H	B And how would you do it?	
20	S1H	A I think the same way as you. 'My car is	
21	S1H	broken, I've got a lot of heavy bags, would it	
22	S1H	be possible, probably possible for you if you	
23	S1H	can give me a lift?' or something.	
24	S1H	B Okay, that's 'Hello	B writes
25	S1H	A 'My car's broken'	
26	E1	B No I would xxx	
27	S1H	A 'Do you know me?'	
28	S1H	B ['We are living in the same street.] Do	
29	S1H	you know me?' (laughter) I don't know, it said	
30	O2	that we don't know the person really, we only	
31	O2	know that -	
32	S1P	A I think I'm quite direct, I would just go there	
33	S1H	and just say yeah 'Hi there' - probably I think	
34	S1H	it's must more better to go there and say 'Yeah	
35	S1H	I've seen you before and we live in the same	
36	S1H	street and um could you probably give me a	
37	S1H	lift' or something, 'take me home'.	
38	S1H	B 'I think we are living in the same street'?	
39	S1H	A Yeah. Probably 'I've seen you before',	B writes
40	S1H	something like that.	
41	S1H	B 'My car is broken' - 'It's unfortunately broken'	
42	S1H	and then?	
43	S1H	A 'Could you give me a lift?' Or 'Would you	
44	S1H	take me home?' or something.	
45	S1H	B 'Would you mind if you take me home with	
46	S1H	your car?'	B writes
47	S1H	A Yeah - - or 'Would you mind to give me a	
48	E1	lift?', I think that's normal - - question mark	
49		(laughter)	
50	S1H	B 'That would be grateful (laughter)'	
51	S1H	A Yeah.	B writes
52		B 'It would be amazing'. OK next one.	

G2 Transcript
A2 Draft
Concurrent Think Aloud

Line	Code	Protocol	Action protocol
01	O2	A Yeah I think I would go there and explain the	A and B read discourse situation silently
02	O2	situation that I will miss the deadline and if you	
03	O2	could - I don't know.	
04	O3	B What does it mean? It's er so you write down	
05	O3	your ideas and you are waiting for the correct?	
06	O3	A Yeah	
07	O3	B correct xxx and then you would prepare it	
08	O3	again and -	
09	O3	A I think so yeah. Yeah a draft, yeah I think it's	
10	O3	(<i>what you are working on</i>)	
11	O3	B Okay.	A uses German
12	O3	A I think so.	
13	O2	B Yeah, I would go there, I would phone him	
14	O2	(laughter). I would write emails, I would try	
15	O2	everything.	
16	O2	A Yeah just go there and explain the situation.	
17	O2	But I think he knows that you will miss this	
18	O2	deadline, he is your lecturer, it's just like so he	
19	O2	has to be on time.	
20	O2	B I don't know why it's written <i>young</i> lecturer.	
21	O2	Even if it would be an old one I would -	B writes
22	O2	A I think I wouldn't like him anyway or her, if	
23	O2	she or he is late. (Laughter)	
24	S1H	A 'Give me back the essay'	
25	O2	B So what can we ask? Perhaps I would - I	
26	O2	would go there -	
27	O2	A Yeah, don't you have to re-write it? That you	
28	O2	really need it um I don't know, probably	
29	O2	tomorrow or something, or you can make	
30	O2	another deadline?	
31	S1H	B 'Hello Mr, Mr',	B writes
32	S1H	A or 'Mrs something'	
33	S1H	B Yeah okay.	
34	S1H	A Um	
35	S1H	B 'I gave you my draft essay and -	
36	S1H	A 'And I need to re-write it', or 'I need to correct	
37	S1H	it'. -- 'Before the end of the deadline'? Or	
38	S1H	'Before I miss the deadline'?	
39	S1H	B Yeah, before I will miss the deadline.	
40	S1H	A So 'Could you have a look at it again'?	
41	S1H	B 'As soon as possible'.	B writes
42	S1H	A Yeah.	
43	S1H	B What else?	
44	S1H	A 'Otherwise I will call you tomorrow and xxx'	
45	S1H	(laughter)	
46		xxx	
47	E1	B That would be good. (laughter) Again, it's	
48	S2	great or grateful?	
49	S2	A Grateful? Never heard of it before. (Laughter)	
50		Oh dear	
51		B Next one.	

G2 Transcript
A3 Job
Concurrent Think Aloud

Line	Code	Protocol	Action protocol A and B read discourse situation silently
01	S4M	B Next one. Oi oi oi that's difficult!	A uses German
02	S1P	A Um, no I think I would explain the situation I'm in.	
03	S1H	Yeah 'I will finish my' - 'Hello Mrs _' I will finish my	
04	S1H	studies probably in March this year and I've seen	
05	S1H	this advertisement in your department, I'm really	
06	S1H	interested in working in your company and uh (<i>how</i>	
07	S2	<i>would you say 'I would like to get some information</i>	
08	S2	<i>from the company')</i> 'I would like to get to know	
09	S1H	something or I would like to get some information	
10	S1H	about your -	
11	S1H	B - company'.	
12	S1H	A Yeah.	
13	S1H	B 'To make sure that it's the right one for me'	
14	S1H	A yeah, yeah, yeah, why not?.	
15	S1H	B Okay.	B writes
16	S1H	A And then, yeah, 'hello'	
17	S1H	B 'Hello ...' 'Good afternoon'	
18	S1H	(laughter). Yeah we can say 'Hello my name is - '	
19	S1H	A yeah - 'is'?	
20	S1P	B We can put your name.	
21	S1P	A yes	
22	S1H	B 'Am I speaking' - um - 'I've seen your' - what is	
23	S2	it? Advertisement? No your -	
24	S2	A Yeah advertisement.	
25	S2	B Yeah.	
26	S1H	A Probably first - yeah okay 'I've seen your	
27	S1H	advertisement in' - um, 'in my department?'	
28	S1P	Yeah probably it would be better to say first that	B writes
29	S1P	you're studying and that you will finish, so then you	
30	S1H	can say 'I've seen it in my department'.	
31		B xxx	
32	O2	A No because I think the secretary or whatever	
33	O2	doesn't know that you are a student. Probably you	
34	S1H	have to mention first and then say 'I've seen this in	
35	S1H	my department'	
36	S1H	B 'And I'm a final year student of - ' I don't know - -.	
37	S1H	A 'I finish my studies in March' or something.	
38	S1H	B 'And will finish it' - - so 'I've seen your	
39	S1H	advertisement for the job'	
40	S1H	AMm.	
41	S1H	B 'Could you please give me some more	
42	S1H	information about your company?' What would you	
43	S1P	say next?	A uses German
44	S1P	A Probably that you're interested in the company	
45	S1P	that the advertisement was interesting for you	
46	S2	(<i>catch your eye</i>) 'catch your eye'.	
47	S1H	B Advertisement for the job, and 'I'm really	
48	S1H	interested in -	
49	S1H	A 'the advertisement'	
50	S1H	B 'And it seems to be interesting'	
51	E1	A Yeah. (Laughter) I think then they wouldn't send	
52	E1	you any information it's just like ' Hey I need a job	
53	E1	but can you send me something?' (laughter)	
54	E1	B 'And it seems to be interesting'	
55	E1	A So could you send me some more information to	

56	E1	make sure that this company is your company, not	B writes
57	E1	her company, not the secretary's company	
58	S1H	B xxx 'about your company'	
59	E1	A to make sure that you're the right (laughter). - -	
60	E1	B What for?	
61	E1	A To make it clear to you if that's the right company	
62	E1	or not to decide whether you want to um make	
63	E1	whether you want to write an application form or	
64	E1	not.	
65	S1H	B But that's xxx to, perhaps we could xxx 'perhaps	
66	S1H	you could send me some information about your	
67	S1H	company'.	
68	S1H	A Yeah, finish.	
69	S1P	B and then, yeah if she says yeah OK then 'thank	
70	S1H	you very much, goodbye'.	

G2 Transcript
A1 – 3
Retrospective Interview

Line	Code	Protocol
01		ROkay, can I stop you there and just ask you some questions? I notice you
02		used some German some of the time.
03		A Mm.
04		R Were you thinking in German or thinking in English?
05	LT	A In English.
06	LT	R Most of the time?.
07	LT	B Yeah. But sometimes for example there are these special phrases
08	LT	like(<i>German: that catches my eye</i>))
09	LT	AYeah but I think it's - catch my eye, yeah okay.
10	LT	B [Yeah, but there are other] special phrases and - I
11	LT	don't know, I can't remember these phrases in English so I'm sometimes
12	LT	going to German thinking that would be a nice phrase but you don't know it
13	S2	in English.
14		ROkay.
15	S2	B And then I try to explain it with other words.
16		R Okay. Was there anything about any of those three situations that you
17		noticed particularly that you were thinking about when deciding what to say?
18		For example A you were talking about the heavy bags in A1. Was that
19		important whether you had heavy bags? Anything else about the situation.
20	O2	A I think in the final conclusion it wasn't really important if we had heavy
21	O2	bags or not.
22	O2	B Yeah, because uh –
23	O2	A [I think] normally it's my situation I would be in and then I
24	O2	would decide if I would ask, if I would have heavy bags or not. But we have
25	O1	to come to a conclusion and then ...
26	O1	B and here is only written 'you would like someone to drive you home'.
27	O1	AYeah.
28	O1	B So if you are in a situation that you would like someone to drive you home
29	O1	then.
30		R Right okay, okay. Were you quite satisfied with your answers in preparing
31		to make your request? Or were you thinking of any alternatives in any of
32		those three cases?
33	E1	B The first one, I like it, it's great.
34	E1	A Um, um
35	E1	B Next one ...
36	E1	A I think other ones are not that good.
37	E1	B No?
38	KSS	A No, especially the last one. I think it's not nice. You wouldn't, you wouldn't
39	KSS	ask the secretary like that if you would be English or if you would be native, I
40	KSS	think you would do it really not that direct, and in a more friendly way. Just
41	KSS	like -
42	KB	B So you don't like (laughter) our - our text?
43	KB	A Um, yeah it's okay, I think I would do it like that but I'm just thinking about
44	KB	if I wouldn't be German, if I would be British probably.
45	KB	R Would you say something different in Germany? Are you saying that it
46	KB	would be different if you were in a German situation?
47	KB	A Mm. I think you would really ask for the information probably, like in the
48	KB	third example, I think you would just go 'Hi, there is my name, I'm studying,
49	KB	I'm interested, I've seen this advertisement, can you give me some
50	KB	information?' and I think in England you would say +'Hello' I don't know it's
51	KB	just ...
52	KB	B I think it's totally different, in Germany I would never phone the secretary, I
53	KB	would write a letter, and in England I would phone, in my situation now. I
54	KB	don't know. Yeah, I don't know.
55		R So you think there would be differences if you were in your home situation
56		compared to -
57	KB	B I think in England if I would see an advertisement in the uni or

58	KB	somewhere else or some item in a newspaper I would phone the company
59	KB	and ask 'Could you please send me more information?' Or 'Is the job still
60	KB	available?' and in Germany I would write a letter.
61	KB	A No I think I would call as well, but
62		R Okay, okay that's fine. Okay shall we look at the next three then? B1 to
63		B3?
64	E1	B But you like our?
65	E1	AYeah it's okay, the conclusions are okay yeah.

**PAGE
NUMBERING
AS ORIGINAL**

G2 Transcript
A1 – 3
Retrospective Interview

Line	Code	Protocol
01		ROkay, can I stop you there and just ask you some questions? I notice you
02		used some German some of the time.
03		A Mm.
04		R Were you thinking in German or thinking in English?
05	LT	A In English.
06	LT	R Most of the time?.
07	LT	B Yeah. But sometimes for example there are these special phrases
08	LT	like(<i>German: that catches my eye</i>))
09	LT	AYeah but I think it's - catch my eye, yeah okay.
10	LT	B [Yeah, but there are other] special phrases and - I
11	LT	don't know, I can't remember these phrases in English so I'm sometimes
12	LT	going to German thinking that would be a nice phrase but you don't know it
13	S2	in English.
14		ROkay.
15	S2	B And then I try to explain it with other words.
16		R Okay. Was there anything about any of those three situations that you
17		noticed particularly that you were thinking about when deciding what to say?
18		For example A you were talking about the heavy bags in A1. Was that
19		important whether you had heavy bags? Anything else about the situation.
20	O2	A I think in the final conclusion it wasn't really important if we had heavy
21	O2	bags or not.
22	O2	B Yeah, because uh –
23	O2	A [I think] normally it's my situation I would be in and then I
24	O2	would decide if I would ask, if I would have heavy bags or not. But we have
25	O1	to come to a conclusion and then ...
26	O1	B and here is only written 'you would like someone to drive you home'.
27	O1	AYeah.
28	O1	B So if you are in a situation that you would like someone to drive you home
29	O1	then.
30		R Right okay, okay. Were you quite satisfied with your answers in preparing
31		to make your request? Or were you thinking of any alternatives in any of
32		those three cases?
33	E1	B The first one, I like it, it's great.
34	E1	A Um, um
35	E1	B Next one ...
36	E1	A I think other ones are not that good.
37	E1	B No?
38	KSS	A No, especially the last one. I think it's not nice. You wouldn't, you wouldn't
39	KSS	ask the secretary like that if you would be English or if you would be native, I
40	KSS	think you would do it really not that direct, and in a more friendly way. Just
41	KSS	like -
42	KB	B So you don't like (laughter) our - our text?
43	KB	A Um, yeah it's okay, I think I would do it like that but I'm just thinking about
44	KB	if I wouldn't be German, if I would be British probably.
45	KB	R Would you say something different in Germany? Are you saying that it
46	KB	would be different if you were in a German situation?
47	KB	A Mm. I think you would really ask for the information probably, like in the
48	KB	third example, I think you would just go 'Hi, there is my name, I'm studying,
49	KB	I'm interested, I've seen this advertisement, can you give me some
50	KB	information?' and I think in England you would say +'Hello' I don't know it's
51	KB	just ...
52	KB	B I think it's totally different, in Germany I would never phone the secretary, I
53	KB	would write a letter, and in England I would phone, in my situation now. I
54	KB	don't know. Yeah, I don't know.
55		R So you think there would be differences if you were in your home situation
56		compared to -
57	KB	B I think in England if I would see an advertisement in the uni or

58	KB	somewhere else or some item in a newspaper I would phone the company and ask 'Could you please send me more information?' Or 'Is the job still available?' and in Germany I would write a letter. A No I think I would call as well, but R Okay, okay that's fine. Okay shall we look at the next three then? B1 to B3? B But you like our? A Yeah it's okay, the conclusions are okay yeah.
59	KB	
60	KB	
61	KB	
62		
63		
64	E1	
65	E1	

G2 Transcript
B1 Restaurant
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01		A Mm (laughter)	
02	02	B Start eating with your hands um -'sorry, could	
03	S1H	you please bring me a fork and knife please?'	
04	S1H	A'Sorry, probably you didn't see it but um I got	
05	S1H	my meal ready and I would love to start so could,	
06	S1H	would it be possible for you to -'	
07	E1	B Yeah, yeah, you would ask like this?	
08	KB	AYeah probably. I think it would be more the	A gestures, pointing to places around the table
09	KB	English way just like - ni ni ni ni ni - then come to	
10	KB	the point what you really want. (laughter)	
11		B It's just like -	
12		AYeah I think so, um -	
13	S3P	B I don't know, I would only use one sentence	
14	S3P	A Yeah	
15	S1H	B 'Hello, please can you bring me a fork and a	
16	S1H	knife as well'.	
17	E1	AYeah okay.	
18	E1	B No no no,	
19	E1	A [No, we, it's like]	
20	E1	B perhaps you can	
21	E1	A Mmm (laughter)	
22	S1H	B How did you start? 'Sorry ?	
23	S1H	A No 'Excuse me, um, I, probably you', I don't	
24	S1H	know 'You didn't see it? Or 'You didn't get it that	
25	S1H	I haven't got my spoon and knife and everything	
26	S1H	already' Um -	
27	E1	B Spoon?	
28	E1	A Yeah xxx (laughter)	
29	E1	B Um - I can't remember your first sentence but	
30	E1	when you started it I liked it but I can't remember.	
31	E1	A Yeah me as well (laughter). Um yeah I think it	
32	S1H	was like - 'I think you probably haven't seen that	
33	S1H	I haven't got my - ' what is it? 'My knife and my	
34	S1H	fork are missing'	
35	S1H	B I haven't seen? I haven't seen that - - there is	
36	S2	no - spoon, what was the name?	
37	S1H	A No, knife and fork.	B writes
38	S2	B Okay. Yeah spoon is the other thing (laughter)	
39	S2	A yeah	
40	S1H	B okay. There - fork - 'on my table'? Or 'on my	
41	S1H	place'? 'on my place' I think.	
42	S1H	AYeah or 'for me'. Just like 'for me' (laughter)	
43	S1H	B Okay. And then 'Would you mind to -	B writes
44	S1H	A Yeah	
45	S1H	B 'Could you please'	
46	S1H	A I would like 'Would you mind' probably	B writes
47	S1H	B 'To bring some' or 'one'?	
48	S1H	A 'To bring them'?	
49	S1H	B 'Them' yeah.	
50	S1H	AYeah. That's it. Okay.	

G2 Transcript
B2 Library
Concurrent Think Aloud

Line	Code	Protocol	Action protocol A and B read discourse situation silently
01	S1H	A (laughter). 'Shut up you little bastard' (laughter)	B writes
02	S1H	B Um um um, 'Sorry could you please be quiet,	
03	S1H	here are several people want to read a book in	
04	S1H	silence and that's not the real place to - ' what's	
05	S2	the word?	
06	S2	A To play around	
07	S2	B 'Play around'. Is that the word?	
08	S2	A To make, to make um strange noises, to make	
09	S2	loud noises --	
10	S1H	B Okay, 'could you please be quiet'	
11	S3P	A Yeah, I think I would say that directly otherwise	B writes
12	S3P	they wouldn't mind (laughter)	
13	S1H	B 'Be quiet' (laughter). 'Here are several people	
14	S1H	who want to' -	
15	S1H	A ['Go and find your parents'] (laughter).	
16	E1	B Yeah I think I would explain it. I not only would	
17	E1	say 'Be quiet'.	
18	E1	A No, I would explain it as well --	
19	E1	B 'People who want to read a book in silence'	
20	E1	A Mm.	
21	S1H	B 'So stop to xxx around or whatever to --	B writes
22	S1H	A 'to hurl around' probably	
23	S1H	B Shout around.	
24		A 'Go and find your parents' (laughter)	

G2 Transcript
B3 Room
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	O2	A Oh I wouldn't allow her to live there 'cos I	
02	O2	don't know her.	
03	O2	B It's just friends or through friends.	
04	O2	A Well okay.	
05	O2	B I don't know. In Hanover I, there xxx there	
06	O2	I have xxx strange, strange people -	
07	O2	A Unknown.	
08	O2	B Yeah. In my room.	
09	O2	A Yeah I did that as well but there was a	
10	O2	company um which would have paid for	
11	O2	probably something if there would have	
12	O2	damaged or something like that. And um if it	
13	O2	was just through friends I think friends would	
14	O2	pay for the girl. Yeah okay, I think I would go	
15	O2	on and let her live there and just say 'Okay,	
16	S1H	you can live there and um	
17	S1H	B 'Please don't touch anything'	
18	S1H	A (laughter) 'I will be back' um I don't know,	
19	S1H	'in a week', or what was it? - 'the holiday, or	
20	S1H	in 2 weeks' and um	
21	S1H	B 'So have a nice time in my room'.	
22	S1H	A Yeah.	
23	S1H	B 'But perhaps if you are -'	
24	S1H	A 'If you are a brave girl and you've got your	
25	S1H	xxx then you clean it up afterwards, okay?'	
26	S1H	(laughter)	
27	E1	B Yeah? You would like to put like this?	
28	E1	(laughter)	
29	E1	A No, I wouldn't say it like that, no definitely	
30	E1	not.	
31	S1H	B 'Have a nice time, you can use everything	
32	S1H	you want, but if you -'	
33	S1H	A 'Feel comfortable'	
34	S2	B [What is it,] no what is it to make	
35	S2	untidy?	B uses German
36	S2	A Uh, mess probably?	
37	S1H	B Yeah, 'But if you make a mess please tidy	
38	S1H	up after'.	
39	O2	A Yeah. If not she can clean it as well. Cos	
40	O2	if she uses the bathroom or something and	
41	O2	everything it's just like er not that - xxx. 'So	
42	S1H	enjoy your time in my -	
43	S1H	B 'In my room'	
44	S1H	A yeah.	
45	S1H	B 'Don't mind to' or 'you can use everything'	
46	S1H	A Or 'feel comfortable' probably.	
47	S1H	B Yeah yeah. I don't know, can you say 'Do	
48	S2	you feel home-like?', something?	
49	S2	A I don't know.	
50	S2	B Yeah I think there exists something like	
51	S2	this - 'feel -	
52	S2	A I think comfortable is okay.	
53	S1H	B Yeah. 'Feel comfortable' um but, what did	
54	S1H	you say?	
55	S1H	A And then 'Would you mind to, if you make	
56	S1H	a mess or if you leave a mess' um	

57	S1H	B 'But perhaps you can tidy up a bit after	B writes
58	S1H	using'	
59	S1H	A 'The bathroom and the kitchen'. 'Perhaps -	
60	S1H	B could tidy up - - the bathroom and the	
61	S1H	kitchen and other things'	
62		AThe whole flat, okay, go on and clean the	B writes
63		whole flat no problem'. (Laughter)	
64	S1H	B Or 'Perhaps you could tidy up the	
65	S1H	bathroom'	
66	S1H	A And the kitchen and her room I think as	
67	S1H	well.	B writes
68	S1H	B 'The bathroom or other used' -	
69	S1H	AYeah.	
70	S2	B At least? What, I want to say 'at least', no	
71	S2	not 'at least' 'at the end'. Um, yeah.	
72	S1H	AYeah. 'That would be great' (Laughter)	
73	E1	Again. 'That would be great'.	
74	S1H	B 'That would be nice of you'.	
75	S1H	A I don't know, would you say it like that? B	
76	S1H	'That would be nice of you'? Yeah.	
77	E1	A Really?	
78	E1	B Yeah.	
79		A Okay.	
80		B Questions?	
81			

G2 Transcript
B1 – 3
Retrospective Interview

Line	Code	Protocol
01		R Same questions. Yes really the same questions. Anything that you
02		noticed particularly about any of those three situations
03		that influenced what you decided to say?
04	FS	B If we would be together in a restaurant and you would say it like this
05	FS	I would xxx (laughter)
06		A Good education, hey! Thanks!
07		R So B, you have said that you would have put it more simply in B1.
08	KSP	B Yeah I would just say, for example if we really wanted to start to eat
09	KSP	something 'Sorry, hello here is no knife and fork, can you please bring
10	KSP	one?', I don't know. (Laughter)
11		R Okay, okay. Anything else that you noticed? What about the other
12		two situations? Library and Room? Anything that you were paying
13		attention to in deciding what to say?
14	KSS	B Yes this one is really - I think the first ones are easy to find words, but
15	KSS	for the last one, one has to - to find the
16	KSS	A [Mm, mm]
17	KSS	B- sensible way to to say it I think, and it's not easy. (Laughter)
18	KSS	A Well I think I wouldn't mind normally, it's just like I think for me it would
19	KSS	be a normal way. If you're really good educated to tidy up or to clean
20	KSS	the room what you've used - you have to tidy up. I - I - I'm not - for me it
21	KSS	wouldn't be necessary to say it but -
22	KSS	B Yeah yeah, really xxx.
23		R But you said it would be harder. B3 would be harder to decide what to
24		say.
25	KSP	A To put it more polite, in a more polite way.
26	KSP	B I think this one if I would be in the situation I would find the words
27	KSP	directly.
28		R For the library.
29	KSP	B 'Please be quiet', on the first one as well, but the last one I would say
30	KSP	'How can I say this?' (laughter)
31	E1	R Okay, and were you comfortable with what you decided for B3? Or
32	E1	would you change anything about it, - for the room?
33	E1	B No I think - I like it like this.
34	E1	A Yeah.
35	LT	R Okay, and were you both thinking in English all the time? At one point
36	LT	one of you mentioned a German word <i>unordentlich</i> ?
37	LT	A <i>unordentlich, ja</i> , the mess.
38	LT	B The last one I was thinking in German actually.
39	LT	R B3? Why was that do you think? Because it was more difficult
40	LT	possibly?
41	LT	B Yeah I think.
42	LT	A Probably depends on ... if you had been in nearly the same situation in
43	LT	real life I think for me it would be more - um, I, um, yeah. How can I put
44	LT	it? If I know the situation already um I think I know how to put words in a
45	LT	friendly way so it wouldn't be that difficult. And I wouldn't need to think
46	LT	about it that long.
47	S2	B Sometimes there is a difficulty to find only the English words. And
48	KSP	sometimes there is another difficulty to express in a friendly way and to
49	KSP	so you have to find really special words (laughter).
50	KSP	R What do you mean by special words?
51	KSP	B Oh special expressions. Like - yeah not to be unfriendly, or not to xxx
52	KSP	hurt or something.
53		R Okay. So let's move on to -
54	KSP	A Sometimes for example there are um if English people say something
55	KSP	I'm sometimes not sure how they mean it. If it was unfriendly or friendly.
56	KSP	I don't know if there are some expressions, I don't know.

G2 Transcript
C1 Extension
Concurrent Think-Aloud

Line	Code	Protocol	Action Protocol
01	01	B Do you want to write now?	A & B read discourse situation silently
02	01	A Yeah sure - -	
03	FS	B Hum I was in this situation last week - - -	
04	FS	A Mm hmm so what did you - ?	
05	S1H	B I would say 'Sorry I have one question, um	
06	S1H	normally we have to hand in the paper next week	
07	S1H	for example and I have got so many courses at	
08	S1H	the moment, and is it perhaps possible to hand it	
09	S1H	in later?'	
10	S1H	A So just 'Would you mind if I hand the paper in	
11	S1P	later'? Or just explain the whole situation by	A writes
12	S1P	saying	
13	S1P	B Yeah I - I would -	
14	S1H	A 'I've got a lot of work to do at the moment and	
15	S1H	I'm not really getting on with it, and can we, can I	
16	S1H	just hand it in -	
17	KS	B I know there some other Russian students very	
18	KS	often tell me 'Oh yeah I will go there and tell them	
19	KS	that I've got language problems'. But I would	
20	KS	never say this, never.	
21	KS	A No, stupid lie	
22	S1P	B Yeah. So I will say that there are a lot of other	
23	S1P	things to do, or.	
24	S1P	A Yeah you've got a lot of work at the moment	
25	S1H	probably xxx and 'I would like to' or 'would you	
26	S1H	mind' would - you	
27	S1H	B 'Do you mind me hand it in later'	
28	S1H	A Yeah 'Would you mind' - 'if I will?' 'hand - in -	
29	S1H	later'	
30		B Okay.	
31		A Okay.	

G2 Transcript
C2 Book
Concurrent Think Aloud

Line	Code	Protocol	Action protocol A and B read discourse situation silently
01	S1H	A 'Hey mate! Lend me your book'	A and B read discourse situation silently
02	S1H	(laughter)	
03	S1H	B Um -- I would say 'Oh hello ...'	
04	02	A Depends on which lecturer it is. I think I	
05	02	would ask differently. Cos I've got a	
06	02	German lecturer in the German	
07	02	department he's really like a mate or a	
08	02	young guy, about 32 or something like that	
09	02	I would go "Hi, X, um". Yeah, 'I couldn't	
10	S1H	find the book but um would you mind um to	
11	S1H	borrow me a copy?' or 'Can I take some	
12	S1H	copies from the book?' - no - 'copy'?	
13	S1H	copies yeah.	
14	FS	B I went today to a professor at the Uni	
15	FS	and I only ask him 'Do you know	
16	FS	something about the xxx and he said 'Oh	
17	FS	yeah' I said 'Oh do you have the book?	
18	FS	I'm searching for a special one' If he	
19	FS	would say 'Oh yeah I've got it on my shelf	
20	FS	I would say 'Would you mind if I take it for	
21	FS	a time?' until, I would say 'until tomorrow'	
22	FS	AYeah yeah. So, um um	
23	S1H	B yeah, what -? 'Unfortunately I couldn't	
24	S1H	find this book at the library - and I know	
25	S1H	xxx	
26	S1H	A 'It wasn't available', so you couldn't find	A writes
27	O2	it but you couldn't get it because	
28	O2	somebody else had it already. Or just like	A writes
29	S1H	'I couldn't get the book' um.	
30	KSP	B 'Would you mind' again. (laughter).	A writes
31	KSP	Lovely expression.	
32	S1H	'Would you mind if I borrow it until	A writes
33	S1H	tomorrow?' Perhaps 'to take some copies	
34	S1H	out of it' or --	A writes
35	S1H	A And then 'that would help me a lot' - or	
36	S1H	something	A writes
37	S1H	B Mm.	
38	S2	A 'To take' or 'to make?'	A writes
39	S2	B Sorry?	
40	S2	A 'To take' or 'to make' some copies?	A writes
41	S2	B 'To make'.	
42	S2	A 'To make'. 'That would be helpful?'. 'That would be very helpful'. The next	A writes
43	S1H	sentence, this conditional sentence	
44	S1M	already, I think you couldn't put 'if' and	A writes
45	S1M	then 'would borrow'.	
46	S1M	B 'Would you mind if I borrow'	A writes
47	S1M	A Yes, I think 'I borrow' yeah.	
48	S1M		

G2 Transcript
C1 – 3
Retrospective interview

Line	Code	Protocol
01		R Okay, well let me start by asking you what were you thinking of in that third situation?
02		
03	O2	A It's too private. For me it would be too private to ask
04	KS	B Even if the teacher - I think even if the teacher at the uni here they are more open and friendly,
05	KS	
06	KS	A [Mm, mm,]
07	KS	B they always use first names
08	KS	A [yeah]
09	S1N	B and in Germany we say 'Dr' - but I would never ask.
10	S1N	A No uh-uh. Probably in a really difficult situation. But no.
11	KS	B You imagine a name here. X?
12	KS	AMm, X?
13	KS	B Is it a teacher?
14	KS	A Yeah it's a German lecturer but he's in England since I don't know.
15	KS	B Would you ask him?
16	KS	A No. (Laughter) I don't think so. Probably he wouldn't mind, but I would mind I think, so no I wouldn't.
17	KS	
18		R Yeah you started - I think it was in the first one asking for the extension, A. you were saying if it was that lecturer it would be different.
19		
20		
21		A Yeah.
22	O2	R Didn't you put - you know the book, 'Hey mate, lend me your book'?
23	O2	A Hey mate, yeah. No, no not, yeah probably.
24	O2	R So would it depend who you were talking to.
25	O2	A Of course, yeah.
26		R Would you change that if you were talking to somebody - how would it be different? How would your choice of words be different with different - ?
27		
28		
29	KSS	A I think if I would ask X it would be more direct and in a more colloquial way. And if I would ask someone else it would be more polite and - I don't know, upper level of - how can I put it? Of words and expressions probably. I think it depends on - yeah I've got respect of Neils but I think it's a question of respect, how you respect another person.
30	KSS	
31	KSS	
32	KSS	
33	O2	
34	O2	
35	O2	B And I think if you are only asking for some more time or to give back your report or if you want to borrow something, I think it's a difference too. If I'm going to my supervisor to ask him 'Oh I need some more time for my essay', it's okay. But to borrow a book, I - I - I would be more - I don't know - how to express it? I think it's more difficult to ask for a book than for more time.
36	O2	
37	O2	
38	O2	
39	KSP	
40	KSP	
41	O2	A Yeah because it's just um, um, - probably it seems that you would be too lazy to get it or that you didn't try hard enough to get the book. That would be probably seem that you would be - yeah.
42	O2	
43	O2	
44	O2	B And there are often people who don't want to borrow xxx books because they are afraid that they will get some - some -
45	O2	
46	O2	A xxx or something
47	O2	B Yeah on it. And I would get afraid as well to make some xxx
48	O2	A Mm, mm - - -
49		R Okay, well let's move on then to D1-3.

G2 Transcript
D1 House Help
Concurrent Think Aloud

Line	Code	Protocol	Action protocol
		R So in this case I'm asking you to think about what the person would say to you in the following situations. In each case you've known the speaker for some time.	
01	O3	B Light house?	
02	O3	A Light house?	
03	O3	B Okay light housework. It's like -	
04	O3	A Ah so, okay. Okay, okay.	
05	O3	B Me too, light housework, if you want to say light housework or lighthouse work.	
06	O3		
07		(Laughter)	
08	O2	A Friend's mother? - - -	
09	S1H	B She would say 'Oh I have some -'	
10	S1H	A 'I've got a job for you, a well paid job for you'. (Laughter)	
11	S1H		
12	O2	A Is it weekly or is it just once?	
13	O2	B I don't know.	
14	O2	A It's just once I think, over the vacation	
15	O2	yeah. Just probably once or several times.	
16	S1H	B 'Are you searching for a well paid job?'	
17	S1H	A 'Are you looking for money?' Um -	
18	S1H	B Yeah perhaps she would xxx	
19	S1H	A Okay. 'Are you looking for money?'	
20	E1	B No not 'for money', 'for a well paid job'. I	
21	FS	don't know how a mother of a friend -	
22	FS	AYeah. Thinking about it.	
23	FS	B Yeah the mother of my best friend xxx she	
24	S1H	would say 'Ah yeah Sandra, do you need	
25	S1H	some money?' 'Are you looking'? Yeah she	
26	S1H	would ask 'Do you need some money?'	
27	S1H	A What did you say? 'Are you looking for a	
28	S1H	job?' or 'Do you want to earn some money?'	
29	S1H	B 'Do you need some money at the moment?	A writes
30	S1H	I have got a well paid job for you'.	
31		AYou always need money. (Laughter)	
32	E1	B I don't know, what would you -	
33	E1	AYeah I think it's okay.	
34	S1H	B 'I've got a job for you'	
35	S1H	A 'It's an easy job'	
36	S1H	B 'It's an easy job for you'.	A writes
37	S1H	A 'Would you like to clean?'	
38	S1H	B 'Are you free at the - ?'	
39	S1P	A No probably you first should describe what	
40	S1H	you have to do 'I've got some light	
41	S1H	housework for you over the vacation'.	
42	S1H	B Yeah. 'Some light housework over the	A writes
43	S1H	vacation'.	
44	S1H	A 'When will you be free?' Or 'When would	
45	S1H	you like to come?'	
46	E1	B Mm she wouldn't say that I think.	
47	E1	A No?	
48	E1	B 'What do you say?'	
49	S1H	A Um 'What do you think?'	
50	S2	B Yeah like this. I think they have a special	
51	S2	expression but I can't remember.	
52	S2	A About 'what do you think?'	

53	S2	B Yeah about for example if you are standing	
54	S2	there and waiting for the answer the person	
55	S2	you can say - I don't know.	
56		ANext one?	
57		BUhuh.	
58		AOkay.	

G2 Transcript
D2 Hospital
Concurrent Think-Aloud

Line	Code	Protocol	Action Protocol
			A and B read discourse situation silently
01	O2	A Okay, no problem, I would take the child	
02	O2	aswell, put it in the car, put the old lady in the	
03	O2	car or the old man and take her to hospital, no	
04	O2	question.	
05	O2	B But if there is no car?	
06	O2	A If there is no car? I would put her on the bus.	
07		(Laughter)	
08	O2	A No then I probably would ring the ambulance	
09	O2	B friends or parents of the child.	
10	O2	A <i>Perhaps ring the ambulance</i>	A uses German
11	O2	B Yeah it depends on what happened.	
12	O2	A Yeah but if she's badly or he's badly hurt I	
13	O2	think then I would call the ambulance to come	
14	O2	round.	
15	O2	B The doctor yeah. But what would she say?	
16	O2	A So now we have to decide if you have a car	
17	O2	or not?	
18	O1	B Oh no no. We have to decide what the	
19	O1	person would say at the door, the old person.	
20	O2	She would ring, we would open and then she	
21	O2	would say 'xxx' -oh no she wouldn't say if	
22	O2	she's badly hurt.	
23	O2	A Um, she asks you for help? Um -	
24	KS	B At the moment I'm thinking that all these old	
25	KS	people come into the pharmacy - because I	
26	KS	never can understand what they say, never.	
27	KS	I'm always standing there and sometimes they	
28	KS	are getting angry with me because really they	
29	KS	don't know that I cannot understand them and	
30	KS	(laughter)	
31	KS	A Yeah. We should wear a button or something	
32	KS	like that, 'I'm from Germany, speak clearly and	
33	KS	loudly' (laughter)	
34	KS	A It's just like crazy.	
35	FS	B I don't know what she would say because I	
36	FS	never -	
37	O1	A Do we have to decide what <i>you</i> would do in	
38	O1	the situation if you would bring her round or	
39	O1	how the neighbour would ask you?	
40	O1	B What the old English person would say at the	
41	O1	door.	
42	O1	A Okay, okay.	
43	S1H	B Um - 'I'm badly hurt, I fall down the stairs',	
44	S1H	something like this 'please help me'.	
45	S1H	A Yeah. 'I had a bad fall and I'm badly hurt' or	A writes
46	S1H	probably 'seriously'.	
47	S1H	B Yeah 'seriously hurt'.	
48	S1H	A - hurt -	
49	S1H	B 'Could you please help me?' - - yeah, do you	
50	E1	think he or she would say this? Or do you think	
51	S1H	she would say 'Oh Mrs - I'm badly hurt', I don't	
52	O2	know it depends on where she's hurt.	
53	S1H	A Okay. 'Please help me', probably she can't	
54	O2	move or that she can't go on her own to the	
55	O2	hospital or to the doctor. I don't know.	

56		B Next one.	
57	S1H	A 'Please help me, I can't ...	
58	S1H	B I can't move myself.	
59	E1	A No.	
60	E1	B No I think she would ...	
61	E1	A That's it.	
62	E1	B Yeah okay.	
63	E1	A Okay.	

G2 Transcript
D1 – 3 Retrospective interview

Line	Code	Protocol
01		R Okay, can I ask you then, starting with the last situation, what
02		were you thinking of at the time? Because you mentioned a couple
03		of times whether you'd met her before and you said that would you
04		have said 'Hey girl' would you start off 'Hey girl' (laughter)
05		What difference does it make that you've met her you have met her
06	O2	before? Does that make a difference?
07	O2	B I think so.
08	O2	A I think you are more familiar. You know each other how to,
09	O2	probably how you react.
10	KB	B Yeah. And she would perhaps make a joke, yeah. You can say it
11	KB	a lot more friendly but I think policemen are not generally not so
12	KB	polite (laughter)
13	FS	A I don't know, I've never spoken to English policemen or women.
14	FS	Don't know.
15		R One of the German phrases you used, I think B it was you, I think
16		you said ' <i>du bist in weg</i> '
17		A Mm.
18		R How would you say that in English?
19	S2	B I don't know
20	S2	A 'You are in my way, you stand in my way'.
21	S2	B Yeah.
22	S2	A That's it. 'I think you've just blocked the street'.
23	S2	B 'You are in my way'
24	S2	A 'There's no space'
25		R Okay, what about the other two situations, the house help and the
26		hospital? What were you thinking of with the hospital D2? Anything
27		there that you noticed particularly about the situation?
28	FS	A I think we can't really think about how an elderly person would ask
29	FS	questions because we don't get in touch with them so often. I think
30	FS	they express in another way as we do.
31	FS	B Yeah.
32	FS	A So it was quite hard to think about how would they put it, how
33	FS	would they ask to get help.
34	FS	R Right. Was it harder to respond to D1 than it was to - sorry to D2
35	S4T	than to D1?
36	S4T	A For me it was.
37	S4T	B Which was D1?
38		R D1 was the help.
39	S4T	B Yeah, but I think D3 was the most difficult one to come to one
40	S4T	answer.
41	S4T	R To agree.
42	S4T	B To agree yeah.
43	LT	R And were you thinking in English, German?
44	LT	B For the last time more in German.
45	LT	A I – I – I really don't know, I think just in English, I think in English.

G2 Transcript
E1 Notes
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read discourse situation silently
01	O2	B It depends on the friend	A and B read discourse situation silently
02	O2	A Yeah. (Laughter). And why you missed the	
03	O2	lecture. Because you've been ill or, I don't know -	
04	O2	B I wouldn't say that part.	
05	S1H	A If I was ill I would say 'Hey, I was ill yesterday, I	
06	S1H	had a headache or something like that and I	
07	S1H	couldn't come to the lecture, I missed it. And um	
08	S1H	- yeah I just need it probably for the final test'.	
09	E1	B I wouldn't say that. I think it's the same	
10	E1	situation like for the book, it depends on how -	
11	O2	A Who you ask.	
12	O2	B on how the person are handling their stuff?	
13	O2	because if there is one who always puts his	
14	O2	papers xxx and everything, and is really tidy then	
15	O2	perhaps I would ask another person (laughter)	
16	O1	A Mm mm. Yeah but let's guess if you would ask	
17	O1	a person which <i>would</i> borrow you -	
18	O2	B Then I would say - for example a friend of mine,	
19	O2	we are in the course together, and I already	
20	O2	asked him several times xxx wasn't there	
21	O2	yesterday because - I don't know perhaps there	
22	O2	was a party (laughter)	
23	O2	A O.K. (laughter)	
24	S1H	B 'Can you please borrow your notes? It would	
25	S1H	be great'. (Laughter)	
26	S1P	A So would you describe why you couldn't come	
27	S1P	or would you just say I missed - ?	
28	O2	B Yeah it depends. If it's for example xxx and he	
29	O2	already smiled at me xxx then I would explain.	
30	O2	But if it's a person I do not really know, I would	
31	S1H	just ask her 'Oh sorry I wasn't able to come', I	
32	O2	don't know even if I was ill I would not say. And	
33	S1H	then I would ask 'Would you mind to copy your	
34	S1H	notes and I will give back your as soon as	
35	S1H	possible. Or if you want you can come with me to	
36	S1H	the copy machine'.	
37		A Mm, mm.	
38	E1	B Yeah I think I would make this	A writes
39	E1	A So yeah, I think the first one for me was okay.	
40	O2	So a friend xxx would borrow you their -	
41	S1H	B Yeah. 'So can I borrow your notes just to copy	
42	S1H	it?'	
43	S1H	A 'Because I had a party yesterday and -'	
44	S1H	B 'You know?'. (Laughter)	
45	S1H	A 'Sorry', um 'Can - '	
46	S1H	B To copy it.	
47	S1H	A 'I was really drunk and I couldn't get up this	
48	S1H	morning'.	

G2 Transcript
E2 Kitchen
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	S1H	A Cleanness. 'Otherwise you have to leave the	
02	S1H	room or the house?'	
03	E1	B No	
04	E1	A No.	
05	FS	B I'm living at the moment together with six other	
06	FS	people and our kitchen is messy.	
07	FS	A Always like that.	
08	FS	B Always like that.	
09	FS	A Really?	
10	S1P	B I don't know, at the moment I wouldn't say	
11	S1P	anything.	
12	S1P	A No?.	
13	S1P	B Only if I know the people.	
14	S1P	A Yeah. So - you can't be angry all the time.	
15	S1H	B No perhaps I would say - 'Would you mind	
16	S1H	(laughter) to -'	
17	S3S	A ['Would you mind' is too friendly].	
18	S1H	B 'to clean the kitchen' No no no, I could say	
19	S3P	perhaps a bit ironical?	
20	S3P	A Mm, yeah	
21	S1H	B 'Would you mind to clean the kitchen once?' ...	
22	S1H	I don't know perhaps 'Some friends will come	
23	S1H	tomorrow and - please -'	A writes
24	S1H	A Or probably 'It's your turn'. If you've got a plan	
25	S1H	to clean the flat or the house'	
26	S1H	B 'Normally it's no problem, but this is really	
27	S1H	disgusting at the moment' (laughter)	
28	S1H	A 'Do you mind to clean the kitchen? It's your	A writes
29	S1H	turn'. <i>Nicht 'tern'</i> (laughter)	A changes spelling
30	E1	A That's it?	of 'tern' to 'turn'.
31	E1	B Yeah.	
32	E1	A Okay.	

G2 Transcript
E2 Party
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
			A and B read discourse situation silently
01	O2	B Yeah it depends on the room mate as well, if I	
02	O2	know her well xxx ' I like your food' 'I want to do	
03	S1H	a party next week and I need some help'.	
04		(Laughter)	
05	S1H	A 'I'm too lazy to cook myself'. (Laughter)	
06	E1	B No.	
07	S1H	A Just 'It would be lovely - ' 'lovely' - 'it would be	
08	S1H	lovely if you could - '	
09	S1H	B 'Give me a hand with preparing the food'.	
10	E1	A 'Give me a hand' sounds like that you would	
11	E1	cook and she should help. And I think this one is	
12	E1	she should cook and you should just have a hand	
13	E1	or something.	
14	S1H	B But I would say 'Please could you give me a	
15	S1H	hand and -'	
16	S1H	A'Would you like to cook for my party? I would'	
17		(laughter)	
18	S1H	B 'I would help you' okay.	
19	S1H	AYeah I think I would ask directly and would ask	
20	S1H	'Would you like to cook for my party, because	
21	S1H	you're a really good cooker'.	
22	S1P	B Perhaps I would ask for a special meal.	
23	S1P	AYeah. So um -	
24	S1H	B 'Would you like to prepare your nice sushi ?'	A writes
25	S2	A Okay. How do you write - ?	
26	S2	B S -U -S ...	
27	S2	A Like so?	
28	S2	B Yeah.	
29	S2	A Okay. 'For – my - party'	
30	S1H	B 'Because nobody can make it better than you'	A writes
31		(Laughter)	
32		A Okay.	

G2 Transcript
E1 – 3
Retrospective interview

Line	Code	Protocol
01		R Okay, so let's start with the party then. What were you thinking of?
02		What did you notice in that situation in deciding what to say? What
03		was important about it?
04		B Yeah I think it's important to say, to mention a special meal or that
05		she's a good cook and not to say that she should do the work.
06		A Yeah, probably we should have written as well that we give her xxx
07		B xxx I don't know what I want to offer so I would really ask for a
08		special meal I think. Or perhaps I would ask her for an idea or,
09		R Okay, and were you happy with your answer? Were you satisfied
10		with what you wrote? Or would you want to change anything?
11	E1	A Yeah probably we shall add, as I said, that we would give her a
12	E1	hand, and not her work alone. 'Of course I give you a hand'.
13		ROkay. And did you find each of those situations quite easy? Or -
14		compared to some of the others? Which of those three was more
15		difficult? Or were they all about the same?
16	S3	A The first one I think was quite difficult <i>oder?</i>
17	S3	B The first one?
18	S3	A Yeah.
19	S3	B No I think it's the easiest one.
20	S3	A yeah?.
21	S3	B I think that the most difficult one, maybe it's this one.
22	KSS	A To tidy up? No. (Laughter) As you said, you wouldn't mind or you
23	KSS	would mind and just say it directly, that's it. But to ask 'Oh can I
24	KSS	please', because you're in a difficult situation - <i>there</i> it's not your fault
25	KSS	and there it's probably your fault that you missed the lesson.
26		B Yeah but -
27		A It's my point of view, sorry.
28		B I think it's not a problem. You have always some friends on your
29		courses and -
30		A No not really.
31		B but this one, if you don't know the people xxx yeah I never want to
32		be xxx in the kitchen tidy up and xxx
33		R So you were saying that with E2, kitchen, does it depend whose
34		fault it is? Is that important? Is that what you noticed?
35	O2	A Yeah I think if it's your fault -
36	O2	B Perhaps the other person doesn't recognise that it's dirty, it's only
37	O2	you that thinks it's dirty in the kitchen and <i>you</i> want to -
38	O2	A Yeah but if you clean
39	KSS	B the kitchen to be clean so you want to make somebody clean the
40	KSS	kitchen, it's really difficult I think.
41	O2	A Yeah if you normally clean all your dishes, spoons and knives and
42	O2	everything and all the others don't, it's their fault. The kitchen is dirty
43	O2	and of course if you don't mind it's okay. But um,
44	FS	B At our house normally there's a plan in the kitchen, there's seven
45	FS	people and each does have to clean and do the washing up, Monday,
46	FS	Tuesday and so on. But all those people don't do it on this day and
47	FS	the next person thinks 'Oh no, I don't do anything as well', so 2 days
48	FS	ago there was a paper on the toilet door 'Please Sandra, Paul and
49	FS	Karen, could you please do some of the washing up? Tom and xxx
50	FS	already did some. We have to find a solution and something like this.
51	FS	So that was okay. I would not go in the kitchen and if somebody
52	KSS	enters I would say 'Oh please can you do the washingup?' something
53	KSS	like -
54	KSS	R You wouldn't ask them directly?
55	KSS	B No.
56		A I think -

57	O2	B Only if I would for example if we would be really good friends you
58	O2	know one year and we're living together I would say '
59	KSS	A Yeah but if I really know that he or she is a lazy bones I think I would
60	KSS	go there and say 'Hey we have a plan there, and why can't you do it as
61	KSS	well as the others do? It's just like living together and it needs to be
62	KSS	done'.
63		R Okay, okay, the party we've spoken about and the first one, the
64	S3	notes. Was that quite easy for you to do, to think about?
65	S3	B I think it was the easiest one.
66	S3	ROkay.
67	S3	B I don't know.
68	S3	A Yeah, as we said, it depends on who you ask.
69		R Okay, let's move on then to F1-3.

G2 Transcript
F1 Bus
Concurrent Think Aloud

Line	Code	Protocol	Action protocol
			A and B read discourse situation silently
01	O2	A I think I would just stand in the bus.	
02	S1H	B Yeah? No I would ask ' Sorry, is that seat free	
03	S1H	over there?' And he or she would say 'Oh yeah'	
04	S1H	and I would say 'Could you please move?'. Yeah	
05	S1H	I wouldn't start to say 'Oh please can you move, I	
06	S1H	want to sit down' I would say 'Oh is this seat free?	
07	S1H	Or 'is somebody sitting there?'	
08		A Mm	
09	S1N	B You wouldn't ask?	
10	S1N	A No I think I wouldn't.	
11	O2	B I think it depends on the time you have to stand	
12	O2	in the bus.	
13	O2	A No no I don't think so. (laughter)	
14	O2	B If you are only going by the bus for 5 minutes	
15	O2	then I wouldn't sit down because -	
16	O2	A It's too short.	
17	O2	B Yeah but if I would have to go 20 minutes I	
18	O2	would ask.	
19	S1N	A I think I wouldn't. (Laughter) I don't know, it's	
20	S1N	just -	
21	O2	B I think it depends how many people are already	
22	O2	standing in the bus. If nobody's standing I'm sure	
23	O2	I would ask. But if there's only one standing	
24	O2	perhaps as well, but if there are 10 people	
25	O2	standing anyway I wouldn't ask. Yeah and it	
26	O2	depends on the time, I - .	
27	S4T	A So if we don't come to a conclusion?	
28		R So you wouldn't say anything.	
29		B Normally I would ask.	
30		R So would you like to write what you would say?	B writes
31		And then - - -	
32	S1H	B Yeah I would ask this and then waiting for the	
33	S1H	answer, perhaps 'if you would xxx' (laughter) so 'I	
34	S1H	want to sit there'.	

G2 Transcript
F2 Money
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read discourse situation silently
01	S1N	B I wouldn't do that.	A and B read discourse situation silently
02	S1N	A No, me neither. (Laughter). I would, I would -	
03	O2	B [I would rather xxx the lunch]	
04	O2	there and just all, yeah, but if I would be already at the	
05	O2	cash point for example and it wasn't possible to give back	
06	O2	your meal then I would ask the person sitting there to	
07	O2	leave my passport and pay tomorrow, something like this.	
08	S1N	But I would never never ask another person to borrow me	
09	S1N	some money. (Laughter). So?	B looks questioningly at R.
10		R Okay. So just put 'no request'.	

G2 Transcript
F3 Music
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read discourse situation silently
01	O2	B It depends. If it's a normal day and if I've got	B sighs.
02	O2	no exam next day I think I wouldn't ask. But if	
03	O2	it's each day I would ask. I think if it would be	
04	O2	for more than 3 afternoons and evenings I	
05	O2	would be really angry, and -	
06	S1P	A But I think I would first ask in a friendly way.	
07	S1P	And then if she doesn't - yeah I don't know, I	
08	S1P	would come back and ask	
09	O2	B So for me - I would be angry anyway	
10	O2	because if it's only one day I wouldn't ask.	
11	O2	Next day, yeah perhaps after 2 weeks -- I	
12	O2	would say -	
13		A xxx	A writes
14	S1H	B Yeah. 'Can you please turn off the music' or	
15	S1H	perhaps - what is it? -	
16	S1H	A Um	
17	S1H	B 'reduce the volume'.	
18	S1H	A Yeah.	
19	S1H	B 'I want to sleep'. 'If it would be only one night	
20	S1H	and you want to have a party, it's OK' while xxx	
21	S1H	unbelievable' --	
22	S1H	A 'I want to sleep?'.	
23	S1H	B Yeah. Yeah I would ask. But only one night,	A writes
24	S1H	no problem, 'if you want to have a party like this	
25	S1H	it's not so' --	
26		A So um --- xxx	
27	E1	B You would talk like this?.	A uses German
28	E1	A <i>I don't know, I only wanted to xxx don't you</i>	
29	O2	<i>think?</i> -- Um, probably if she does reduce the	
30	O2	volume this one time and then the next day she	
31	O2	doesn't, it's -	
32	O2	B Yeah. That's the problem I think that's why I	
33	S1H	think I would add 'Are you doing a party?' this	
34	S1H	would be okay, 'But I think I recognise the	
35	S1H	music already yesterday and -'	

36	S1H	A 'But not every day'.	A writes
37	S1H	B 'And normally I like to sleep during the night'	
38		(laughter).	
39	S1H	A 'But not everyday'	A writes

G2 Transcript
F1 – 3
Retrospection

Line	Code	Protocol
01		ROkay, finished? Okay, so yes, what were you thinking of in that last
02		one? You wrote 'Can you please
03		A Reduce the volume.
04		R Reduce the volume.
05		A Yeah. I want to sleep.
06		R Yeah, what were you thinking of? What helped you decide what to say
07		for that last one? What did you notice about the situation?
08	O2	B Yeah I think the most important thing is is it only one day or night or
09	O2	another one. And it depends on what I'm planning for the next day. If I
10	O2	would have an exam next day and it would be only one night I would go
11	O2	there and ask 'Are you doing a party? Or is it just for fun?' So I've got
12	O2	an exam tomorrow and please xxx'
13	O2	R So it would depend on the situation.
14		B Yeah.
15		R Okay, and the second one you chose to say nothing. For F2 you said
16		nothing. Do you want to say any more about that? You wouldn't make a
17		request?
18		A No - - - (Laughter)
19	O2	B Perhaps I would have a look if I see a friend somewhere nearby I
20	O2	would ask. But perhaps I would ask the cashpoint as well, otherwise I
21	O2	don't know xxx and you have no money. I think it's a problem for us at
22	O2	the cashpoint.
23		R Okay. And the first one, the bus, F1 – bus, you (A) decided not to ask.
24		A Uhuh.
25		R And you (B) decided to say
26		B 'Sorry is the seat next to you free?'
27		R Just quite short. And what were you thinking of at the time?
28	E1	B No I think it's enough. (Laughter)
29		R It's enough?
30	O2	B Yeah I would xxx if I would enter the bus and there's only one seat.
31	LT	R Okay, and were you thinking in English again? Or thinking in German
32	LT	at all?
33	LT	A I think in the last one probably in German.
34		R And did you have any difficulties with any of those three situations?
35		B Difficulties to understand and to imagine -
36		R With the language or with the situation?
37	FS	B No - with the situation I know - I would for example living in an
38	FS	English student accommodation house, I would be in my room and yeah
39	FS	perhaps I would think about what I'm planning to say.
40		R Okay, we'll stop there.

G3 Transcript
Practice session

Line	Code	Protocol	Action Protocol
01	O2	A But I know the student who has the book	A and B read discourse situation silently
02	O2	at the moment. There is written that you	
03	O2	don't know the student very well, but I	
04	O2	know who has the book. And he's not in	
05	O2	the library at the moment.	
06	O2	B I know his name.	
07	O2	A I know his name or I know who he is?	A addresses researcher.
08	O2	R Yes	
09	O2	A It's not a complete stranger.	
10		R No. You don't know him very well, but	
11		they've got the book you need.	
12	S1H	A I would say 'You have lent the book I	B writes
13	S1H	need for the lecture, could you borrow it for	
14	S1H	me for a few days?' (Laughter) So - could	
15	O1	you write down please because your	
16	O1	handwriting is better than mine).	
17		(Laughter)	
18	S1H	B What did you say? 'You - '	
19	S1H	A 'You have lent -'	
20	S1H	B 'You have lent ' - 'a book -'	
21	S1h	A 'A book'	
22	S1H	B 'from the library.' xxx 'May I ...'	
23	S1H	A 'Could you borrow it to me?'	
24	S1H	B 'May I borrow it?' 'Could you lend it to	B writes
25	S1H	me?'	
26	S1H	A 'urgently?'	
27	S1H	B 'Urgently'	
28	S1H	A 'Could you borrow it?'	
29	S1H	B 'May I borrow it?' 'Will you lend it to me?'	B writes
30	S2	A I always get confused with borrow and	
31	S2	lend.	
32	S1H	B 'Could I borrow it?'	
33	E1	A Uhuh.	

G3 Transcript
A1 Lift
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	S1H	A (Laughter) It's a bit strange - - 'Excuse me?'	A and B read discourse situation silently
02	S1H	B 'Excuse me I live in the same street. May I ask you	
03	S1H	for a lift home because my car's broken down and	
04	S1H	there are no buses'. 'Excuse me '	
05	S1H	A 'Excuse me'. 'Excuse me.'	
06	S1H	B 'Excuse me '	
07	S1H	A 'My car's broken down and I'm living in the same	
08	S1H	street like you. Could you give me a lift because I live	
09	S1H	in the same street.' 'I live in your street.' Strange.	
10	S1H	B 'My car has broken down.'	
11	S1H	A Uhuh.	B writes
12	S2	B 'has broken down?'	
13	S2	A Okay.	
14	S1H	B 'My car has broken down - and I have no possibility	
15	S2	to - come home, - go home?'	
16	S1H	A 'to go home because there are no buses to get	
17	S1H	home.'	
18	S1H	B 'because there are no buses going'.	
19	S1H	A 'I have no possibility to come home'.	
20	S2	B 'To come home?'	B writes
21	S2	A 'To go home'. You could walk (laughter) if you	
22	S2	want to go.	B writes
23	S1H	B 'to come home' 'to come home because there are	
24	S1H	no buses'.	
25	E1	A Uhuh good.	
26	S1H	B 'Could you -'	
27	S1H	A 'give me a lift?'	
28	S1H	B give me a lift?'	
29	S1H	A 'Would you mind giving me a lift?'	
30	S1H	B Um, I forgot the street. 'Could you give me a lift?	
31	S1H	I'm living in the same street.'	
32	S1H	A 'Could you give me a lift to your place because I'm	
33	S1H	living in the same street?'	
34	S1H	B 'Could you give me a lift '	
35	S1H	A 'to your place?'	
36	E1	B No. Because you're always living, you live always	
37	E1	there.	
38	E1	A I'm living at the moment, I will leave to Germany in	
39	E1	5 weeks' time. (Laughter)	
40	E1	B OK.	

G3 Transcript
A2 Draft
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read description of discourse situation silently
01	O3	A Do you know what 'draft' means?	A and B read description of discourse situation silently
02	O3	B Yeah. That's not the final essay. If you write an	
03	O3	essay a first time – a first draft, and then correct it	
04	O3	- the second draft.	
05	O3	A O.K. ---	
06	S1H	B (Laughter) -- 'I gave you my essay - for –	
07	S1H	correcting? '	
08	S1H	A 'Correcting'.	
09	S1H	B 'And you promised'	
10	E1	A No, that's not good. Um, 'could you, have you	
11	S1H	finished reading my essay - because the deadline	
12	S1H	is coming soon.' Something like that. I wouldn't	
13	S3S	remind him on the 10 days ago because that's	
14	S3S	impolite. (Laughter)	
15	S1H	B Okay. 'Have you already corrected' 'Have you	
16	S1H	already finished with my essay?' xxx	
17	S1H	'Have you already corrected -my essay, as the	
18	S1H	deadline'	
19	S1H	A I would say full stop - 'I need it back because	
20	S1H	the deadline is coming soon.' Or 'I need it back	
21	S1H	soon because'	
22	S1H	B 'I have to get it back soon'.	
23	S1H	A 'I have to get it back soon'. Yeah that's it.	
24	S1H	B 'Otherwise I will miss the deadline.'	
25	S1H	A Okay.	

B writes

B writes

G3 Transcript
A3 Job
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
01	S1H	B 'I read your advertisement somewhere '	A and B read discourse situation silently
02	O2	A (Laughter) in the newspaper probably.	
03	S1H	B 'I read your advertisement'	
04	S1H	A 'about the job'.	
05	S1H	B 'for a job'.	
06	S1H	A 'for the job' because it's a special one. 'Could	
07	S1H	you send me some information, some further	
08	S1H	information about it'	
09	S1H	B Uhuh. -- 'your advertisement for the job'	B writes
10	S1H	A 'for the job'	
11	S1H	B 'Could you send me some '	
12	S1H	A 'further information about it'	
13	E1	B Okay.	

G3 Transcript
A1 – A3 Retrospective interview

Line	Code	Protocol
01		R Okay. Just going through those three situations, what did you notice
02		especially about each of them? Was there anything you were paying
03		attention to for any one of the situations in deciding what to say? What
04		were you noticing particularly about each situation?
05	O2	A I think it's strange that I don't know the people who are living in my street
06	O2	but I know that they are living in my street.
07		R Right okay, so that's A1.
08		A That's A1 yeah.
09		R Okay, anything about A2 or A3?
10	O2	A It's very strange and you hand in the essay to a lecturer
11	O2	B I think so
12		R So that's A2?
13		A&B Yeah.
14	S2	R And you had difficulty with the word 'draft'?
15	S2	A I had yeah. I never heard it before.
16		R Right okay. Okay were you satisfied with each of your answers for each
17		of those three or would you want to change anything?
18	E1	B No.
19	E1	A It's good.
20	LT	R Okay, and which language were you thinking in in each?
21	LT	A&B English.
22	LT	R You were thinking in English, okay. Would you have said anything
23		different in any of those situations if it was in Germany, in your own
24		country?
25		A & B No.
26		R Or would you say more or less the same thing?
27		A More or less the same.
28		B Yeah. R Okay, okay that's fine. We'll move onto the next one.

G3 Transcript
B1 Restaurant
Concurrent Think Aloud

Line	Code	Protocol	Action protocol A and B read discourse situation silently
01	S1H	B 'Excuse me?, um could you bring me xxx	B writes
02	S1H	A No, um. 'Excuse me, could you bring me a	
03	S1H	knife and fork please?'	
04	S1H	B [knife and fork]	

B2 Library
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read discourse situation silently
01	O1	A Do you think it's much sense to ask the	B writes
02	O1	children to be quiet? (Laughter)	
03	O1	Because they won't be quiet	
04	O1	anyway.	
05	S1H	B 'I'm sorry could you please be quiet	
06	S1H	because I've just'	
07	O2	A (Laughter) Depends on the children.	
08	S1H	B 'Sorry'.	
09	S3S	A You're too polite. Yeah, okay.	
10	S1H	B 'Sorry could you please be quiet'. No.	
11	S1H	'Could you please'	
12	S1H	A 'lower down your level of speaking'	
13	S3P	(Laughter) Okay, it's too polite.	
14	S1H	B 'Would you mind being - a little bit more	
15	S1H	quiet'	
16	S1H	A 'Would you mind being a little bit more	
17	S1H	quiet?'	
18	E1	B Okay. - - - Uhuh.	
19	E1	A They probably don't understand that	
20	S1H	anyway - 'because I need to study'. No.	
21	E1	Children wouldn't understand it.	

G3 Transcript
B3 Room
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
			A and B read discourse situation silently
01	S1H	A Um - 'I will leave this room clean and tidy	
02	S1H	and I would be happy to find it the same	
03	S1H	when I return.'	
04		B (Laughter)	
05		A What? - - -	
06	S1H	B 'Please leave the room clean and tidy	
07	S1H	when you are leaving.'	
08	E1	A 'Please leave when you are leaving?'	
09	E1	B Huh?	
10	E1	A Would you say 'Please leave the room	
11	E1	clean and tidy when you are leaving?'	
12	E1	B Yeah.	
13	E1	A That's not good. I wouldn't say that.	
14	S1H	'Please leave the room clean and tidy after	
15	S1H	the holidays.' Okay?	B writes

G3 Transcript
B1 – 3
Retrospective interview

Line	Code	Protocol
01		R Okay, I'm going to stop you and ask you some questions again. So
02		the same thing. What did you notice then about those three situations?
03		What were you paying attention to, particularly in any of them? What
04		aspects of the situation was important for you in deciding what to say?
05	FS	A I think in the second it's not very usual that children are in the library
06	FS	when I'm studying. Because it's usually the library of the university or
07	FS	something and children are not too interested in these books. I'm not
08	FS	sure if I would lend my room to someone I don't know.
09	FS	R So this is in B3?
10	FS	B Yes you would.
11	FS	A You think so?
12	FS	B If you need the money you would.
13		R So you're saying you may not be in that position where you'd have to
14		ask them for that. Okay. What about in B1, was there anything you
15		noticed about the situation that affected what you chose to say?
16	FS	B It's quite a normal situation.
17	FS	A Yeah it is. It happens quite often that something's missing in a
18	FS	restaurant.
19		R Okay. And you chose to say 'Excuse me, could you bring me a knife
20		and fork'. Okay.
21		A Fork (Laughter) <i>(A changes spelling of 'fork')</i> .
22		R And are you happy with all three answers that you've done? You don't
23	LT	want to change anything, okay. And what language were you thinking
24	LT	in?
25	LT	A & B English.
26	LT	R Thinking in English, okay. And would you have said anything different
27		in your own country in any of those three situations? No? The same.
28		Okay, that's fine. We'll move on.

G3 Transcript
C1 Extension
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
			A and B read discourse situation silently
01	S1H	B 'I haven't finished my seminar paper'	
02	S1H	A 'yet.'	
03	S1H	B 'Yet'	
04	S1H	A 'And I wanted to ask you for some extra	
05	S1H	time'. Or 'Is it possible that I could get some	
06	S1H	extra time?'	
07	S1H	B Uhuh. 'I haven't finished my seminar paper	
08	S1H	yet.'	
09	S1H	A 'I'm sorry, I haven't finished my seminar	
10	S1H	paper yet.'	
11	E1	B No you're not sorry.	
12	E1	A Why not? Of course I am. At least I pretend	
13	E1	that I'm sorry. (Laughter) 'I haven't finished'	
14	S1H	B 'Is it possible? 'to get'	B writes
15	S1H	A 'that I get'	
16	E1	B 'to get'?	
17	E1	A 'to get'	
18	S1H	B 'some more'	
19	S1H	A 'extra time, some extra time'	B writes

G3 Transcript
C2 Book
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read discourse situation silently.
01	S1H	B 'I would need some further information for my	B writes
02	S1H	essay which is only available in the book' - - -	
03	S1H	A 'For my essay I would need the book xxx'	
04	S1H	and the title xxx 'and it's not available in the	
05	S1H	library but '	
06	E1	B 'which is not available in the library'	
07	S1H	A 'but you have a copy of it and you borrow it to	
08	S1H	me' Or 'Would you mind borrowing it to me'.	
09	S1H	B Yeah, OK. 'I would need'	
10	E1	A 'I need' not 'would' xxx	
11	S1H	B 'I need some information from the book for	
12	S1H	my essay '	
13	E1	A Uhuh	
14	S1H	A 'From the book'	
15	E1	B 'From the book'? 'For my essay' - -	
16	S1H	A 'But it's not available'. 'Unfortunately it's not	
17	S1H	available in the library'. - - - 'I found that you	
18	S1H	have a copy of it, would you mind borrowing it	
19	S1H	to me?'	
20	E1	B 'I have learned'	
21	S1H	A 'You have a copy of it. Could you,	
22	S1H	Would you mind borrowing it to me?'	
23	E1	B Borrow? Lending. 'Would you mind	
24	S1H	A & B 'Lending'.	

G3 Transcript
C3 Lift (2)

Line	Code	Protocol	Action Protocol
01	S1H	A 'Could you give me a lift home? I've	
02	S1H	missed the last bus'	
03	S1H	B 'I've missed the last bus, could you give	
04	S1H	me a lift home'.	

G3 Transcript
C1 – 3
Retrospective Interview

Line	Code	Protocol	Action Protocol
01		R Okay, so again some questions. What were	
02		you thinking about in each of those situations?	
03		What did you notice particularly about the	
04		situation itself? Was there anything that was	
05		important in deciding how you would make your	
06		request?	
07	O2	A No.	
08		R Nothing that you noticed? Okay. And are	
09		you happy with all three of your answers? You	
10		don't want to change anything? You had some	
11		problems with 'borrow' and 'lend' you weren't	
12		quite sure which one to use.	
13	S2	B I mostly know but I have to think before.	
14		R Right okay. And you were thinking in?	
15	LT	A&B English.	
16		R In English? All the way through? Okay. And	
17		would you have said anything different in	
18		Germany? Would it would it have been	
19		different in any of the situations?	
20	E1	B Maybe in this case because it's quite long.	
21		R In C2? Do you think that's too long? Is your	
22		answer too long? I mean do you want to	
23		change anything? Because you have to	
24		explain to the lecturer why you need her book.	
25		R Right okay. Okay. Okay, and would you have	
26		written anything different if you'd been talking	
27		to a different person? Because in this case it's	
28		your lecturer.	
29	KSP	B I would say something like 'I know you have	
30	KSP	the book, could you please'	
31	KSP	A Yeah 'Could you give it to me?'	
32		R Okay, so it would be shorter. Okay, okay	
33		that's fine. So move on to the next ones.	

G3 Transcript
D1 House Help
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol
			A and B read discourse situation silently
01	O3	A Isn't lighthouse work um	
02	O3	on the coast? In the lighthouse?	
03	O3	B I think it's just working in the house.	
04		(Laughter)	
05	S1H	'I need some help with the lighthouse work	
06	S1H	during the vacation'	
07	S1H	A 'Are you interested in'	
08	S1H	B' working for me? I pay -' 'I will pay you for'	
09	S1H	A 'Of course I would pay you for it.'	
10	E1	B Uhuh. Okay. What did I say?	
11	S1H	A 'Are you interested?' No.	
12	S1H	B 'I need some -'	
13	S1H	A 'I need some help with the work in the	B writes
14	S1H	lighthouse	
15	S1H	B 'Light housework' Yeah?	
16	E1	A Okay	
17	S1H	B 'over -'	
18	S1H	A 'Over the vacation'. Yeah. 'Are you	
19	S1H	interested?' 'Are you interested? Of course I	
20	S1H	will pay you'.	
21	S1H	B Uhuh. 'Of course I will pay for it'	
22	E1	A Okay.	

G3 Transcript
D2 Hospital
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read discourse situation silently
01	S1H	B 'Excuse me'	B writes
02	O1	A One second, I'm not finished.	
03	S1H	B 'Excuse me I'm living next door and I am	
04	S1H	badly hurt, could you give me a lift to the	
05	S1H	hospital please?'	
06	E1	A Um no I wouldn't say it like that. I'd say	
07	S1H	something like - I would expect to say 'I'm	
08	S1H	living next door and I fell and need to go to	
09	S1H	the hospital. Would it be possible that you	
10	S1H	give me a lift?'	
11		xxx (Laughter)	
12	E1	A No 'excuse me' because she's ringing on	
13	E1	the door and she will not say -	
14	E1	B I would say that.	
15	E1	A Okay, perhaps I would as well. Okay well	
16	S1H	'Excuse me'	
17	S1H	B 'Excuse me, I'm living next door', okay?	
18	S1H	A 'I'm living next door' is good.	
19	S1H	B No 'I live next door' xxx 'I had a bad fall	
20	S1H	and need to go to the hospital.' - -	
21	E1	A No	
22	E1	B Why not?	
23	E1	A must be 'falling'. 'I fell and hurt myself	
24	S1H	badly.'	
25	E1	B But you don't say 'I need to go to the	
26	E1	hospital'	
27	E1	A What would you say?	
28	S1H	B 'I have some pain, would you please give	
29	S1H	me a lift to the hospital?'	
30	E1	A No.	
31	E1	B Yes.	
32	E1	A No!	
33	E1	B Yes!	
34	S1H	A No! 'I'm hurt, I need to go to the hospital'	
35	S1H	'Please give me a lift to the hospital' 'Could	
36	S1H	you bring me to the hospital' not 'give me a	
37	S1H	lift'	
38	E1	B That's better. Not 'I need to go to the	
39	E1	hospital' - -	
40	O2	A Of course an elderly person wouldn't be	
41	O2	that 'You have to drive me now, immediately'	
42	O2	B But if she has pain perhaps she's -	
43	O2	A Yeah?	
44	S1H	B xxx 'Please drive me to the hospital'	
45	O2	A If you don't know the one you are ringing at	
46	O2	the door you wouldn't say 'Please drive me	
47	KSS	to the hospital', would you?	
48	O2	B Would you go and ring then?	
49	O2	A But you wouldn't ring on the neighbour's	
50	KSS	door and say 'Please drive me to the	
51	KSS	hospital', would you?	
52	KSS	B No I would first explain why.	
53	KSS	A And then you would say 'Please drive me	
54	KSS	to the hospital?'	
55	KSS	B 'Please drive me to the hospital'	

56		A Would you say ...	
57		B xxx	
58	S1P	A Okay. (Laughter) Wouldn't you say	
59	S1P	something like that you have to go to the	
60	S1P	hospital and there's no other way so then	
61	KSS	she drives you. But not 'Please drive me.'	
62	KSS	It's too direct.	
63	KSP	B I don't say 'Please drive me', 'Could you	
64	KSP	please drive me because I have pain' - -	
65		(Laughter) xxx	
66		A Okay.	
67		B xxx	
68	S1H	A 'I need to go to the hospital. Could you	B writes
69	S2	please take me there?' - -. Because it isn't a	
70	S2	lift if you are going anywhere anyway and	
71	S2	take someone with you.	
72	S1H	B 'Could you please take me there?'	
73	E1	A Bring.	
74	E1	B 'Bring' is if you're here and someone	
75	E1	brings something to you.	

G3 Transcript
D3 Police
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read discourse situation silently.
01	S1H	B 'Your neighbours need some space for the	A and B read discourse situation silently.
02	S1H	large van, please move your car.'	
03	S1H	A 'There will be a large van arriving -'	
04	S1H	B ['Please xxx another] parking	
05	S1H	space'	
06	E1	A No.	
07	O2	B She's a policewoman.	
08	O2	A But um - of course she can but, if I'm not aware	
09	O2	I'm not allowed to park, I don't know. If she's a	
10	O2	policewoman -	
11	E1	B You would do that?.	
12	E1	A Of course I would.	
13	E1	B You sure?	
14	S1H	A 'There will be a large van arriving, could you	
15	S1H	please remove your car to somewhere else?'	
16		(Laughter)	
17	S1H	B 'Could you please search -'	
18	S1H	A 'Could you please drive your car away'	
19	S1H	B '- remove your car'	
20	E1	A 'remove your car' that's better.	
21	S1H	B Okay. 'There will be -'	
22	S1H	A Or 'There is - a large van arriving – soon?'	
23	S1H	B 'Soon, because your neighbours'.	
24	KSS	A No she wouldn't explain, she's a policewoman.	
25	S3S	(Laughter). She would just say 'Please move your	
26	S3S	car'. 'Could you please remove your car - to make	
27	S3S	some space?'	
28	KSS	B You don't need ' to make some space'	
29	KSS	A Of course you don't need it but it's more polite,	
30	KSS	if she's a policewoman (laughter).	

G3 Transcript
D1 – 3
Retrospective interview

Line	Code	Protocol
01		R Okay, I'll just ask you some questions about those. So you took some
02		time over D2 and you couldn't really agree could you? At one point you
03		said 'please drive me' is too direct. One of you said.
04		B Yeah
05		R Do you want to say any more about that?
06	O2	A I think she's an elderly person so if she rings she's probably as polite
07	KSS	as possible and she wouldn't go to someone she doesn't know but -
08	O2	B If you are hurt you are not too polite, you have pain and you want to go
09	O2	to the hospital and just search the next way to get there.
10	KSS	A But old people don't do that, they don't go to people they don't know
11	KSS	and say 'Please drive me', anyway they don't.
12		B xxx
13	KS	A All of the old people I know wouldn't. (Laughter)
14		R Yes, B you said if it's urgent she doesn't want to discuss it
15		B Yeah.
16		R because it's urgent. Would you want to change what you've said? Or
17		do you both agree with the way you've -
18		A I agree
19		B More or less. (Laughter)
20		R And with D3, the policewoman -
21	FS	A I think it's strange that a policewoman comes to say that there is a van
22	FS	arriving because it's not her interest. If it's a legal parking space she
23	FS	wouldn't mind if there's a van.
24		R Right.
25	FS	A I guess the neighbours would come to ask me for removing my car but
26	FS	not the policewoman.
27		R Okay. And you've said that she wouldn't explain because of who she
28		is. She wouldn't -
29		B No.
30		R Okay. Were you thinking in English again all the way through?
31	LT	A & B Yeah.
32		B Right and you're satisfied with all your answers? And is there anything
33		else you noticed particularly in any of the situations that affected what
34		you would say?
35	FS	B Normally either you have a telephone number, ring the ambulance, or
36	FS	you go to your neighbours and say 'Please ring the ambulance' and you
37	FS	don't say 'Drive me to the hospital'.
38		R Right, so that was for D2.
39		B Yeah.
40	E2	A And I don't know what is lighthouse work.
41		R Right, yeah you had a problem with that. It's housework which is not
42		too difficult, so a bit of ironing.
43		A Ah O.K.
44		R It's very light
45	E2	A O.K. Because I thought of a lighthouse and work in the lighthouse.
46		R Yeah. So would you change D1 now that you know what it is? Would
47		you change your answer?
48	E1	B No.
49		R No O.K. O.K so we'll move on then. So this is E1 to E3.

G3 Transcript
E1 Notes
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A & B read discourse situation silently
01	S1H	B 'I missed yesterday's lecture, could you please	B writes
02	S1H	borrow me your notes?'	
03	S1H	A 'Could you lend me - '	
04	S1H	B 'Can I please borrow - ' 'Can I just borrow your	
05	S1H	notes?'	
06	S1H	A 'To copy'	
07	S1H	B 'To copy'	
08	S1H	A 'I missed yesterday's lecture' --	
09	S1H	B 'Can I borrow - '	
10	S1H	A 'May I borrow -- your notes to copy?'	

G3 Transcript
E2 Kitchen
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read discourse situation silently
01	O2	B (Laughter) 'The kitchen is dirty - xxx'	B writes.
02	S1H	A 'Could you please remove the dirt after your	
03	S1H	parties?' (Laughter) --	
04	S1H	B 'I feel very uncomfortable in this kitchen could you	
05	S1H	please' (laughter)	
06	E1	A No that's too polite. If you're living together with	
07	S3S	someone you would say it directly.	
08	S3S	B O.K.	
09	S3S	A You wouldn't say 'A I'm feeling uncomfortable in	
10	S3P	this kitchen, you would say 'A, please clean the	
11	S3P	kitchen!'	
12	S3P	B O.K. So, 'please clean the kitchen'. Yeah?	

G3 Transcript
E3 Party
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read discourse situation silently
01	S1H	B 'I'm giving a party?'	B writes B writes
02	O2	A No, it's a joint party, 'We are giving a party'	
03	S1H	'Would you mind preparing the cook uh food	
04	S1H	for our party because you're a good cook'	
05	S1H	B 'Because it's always so delicious'	
06	S1H	A It's always so delicious when you are	
07	S1H	cooking'. Or 'Would you mind preparing the	
08	S1H	food for our party?' (Laughter)	
09	S1H	B 'when you cook'	
10	S1H	A 'when you cook'	
11	S1H	B 'Would you mind preparing the food for the	
12	S1H	party?'	
13	S1H	A 'Of course I will help you with cutting	
14	S1H	vegetables. I will help you'	

G3 Transcript
E1 – 3 Retrospective interview

Line	Code	Protocol
01		R O.K now in E2 - the kitchen, you started by saying 'I feel very uncomfortable' and you disagreed. You said it was too polite.
02		
03	KSP	A It's too polite.
04	O2	B Depends on with who you are living together
05	KSS	A If I said to you it's of course 'clean the kitchen'. If I live together
06	KSS	with someone I know since 2 months I wouldn't say 'please clean
07	KSS	the kitchen because I don't know him very well'.
08	O2	A But I think if you live together you are getting to know each other
09	O2	quite soon. If it's in the first week of course I would be more polite
10	O2	but xxx
11		R O.K. And what about E1 for the notes. Is there anything you want
12		to say about that situation? What you noticed and how you decided
13		what to say for your request?
14		B No.
15		R No. Because it is to a friend isn't it?
16		B Yeah.
17		R Yeah. O.K. And what about the last one, the party? What was
18		important in that situation in your answer?
19	O2	A It was a joint party not just my party. Because I wouldn't ask her to
20	O2	cook for my party if it's just my party.
21	O2	B If you can't cook it's different.
22		A (Laughter) I'm really bad at cooking.
23		R And were you satisfied with each of your answers? Would you
24		change anything?
25		A&B No.
26		R O.K. O.K. then. So we'll move on to the last ones.

G3 Transcript
F1 Bus
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read discourse situation silently
01	S1H	B 'Could you please swap over' -	A and B read discourse situation silently
02	S1P	A I wouldn't ask because I would stand. I	
03	S1P	wouldn't say anything. It's usually not that	
04	S1P	far away, I usually wouldn't say anything. If	
05	O2	there's just one seat free and it's at the	
06	O2	window would you -	
07	O2	B It depends on how long the bus needs.	
08	S1H	But I would say 'Could you please swap	
09	S1H	over?' I wouldn't ask him for it -	
10	O2	A because I wouldn't mind standing.	
11	O2	B But if it takes half an hour or one hour by	
12	O2	bus.	
13	O2	A If you are going from the college it's	
14	O2	usually not far away .	
15	O2	B Depends on where you live. St Andrews?	
16	O2	A I know where you live. (Laughter)	
17	O2	B If there was a seat I would sit down.	
18	O2	A Also if it's just a short drive like from the	
19	O2	city centre -	
20	O2	B If it's one minute then not, but if it's longer I	
21	S1H	would say 'Please swap over'.	
22	O2	A Of course if it's half an hour or longer I	
23	O2	would.	
24	O1	B Yeah okay, we make two cases.	
25	O1	A Okay. (Laughter)	
26	S1H	B Short drive - 'Could you please swap	B writes
27	S1H	over?'	(Sarcastic tone)
28	S1H	A Uh huh - 'Is this seat free?'	
29		B No it's occupied by the backpack.	
30	S1P	A Yes of course but if you ask 'Is this seat	
31	S1P	free?' they would give you the seat or swap	
32	S1P	over.	
33	O2	B It's obviously free xxx	
34	O2	A Anyway I would ask if the seat is free,	
35	O2	because if someone wants to sit near the	
36	O2	middle way she doesn't want to swap over.	B writes

G3 Transcript
F2 Money
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read discourse situation silently
01	S1N	B Never.	
02	S1N	A No never.	
03	S1N	B I would go home hungry.	
04	S1N	A I would search for someone I know or go	
05	S1N	home hungry.	
06	S1N	B So nothing.	
07	S1N	A Nothing.	

G3 Transcript
F3 Music
Concurrent Think Aloud

Line	Code	Protocol	Action Protocol A and B read discourse situation silently
01	S1H	B Um, 'I live next door and I want to sleep,	
02	S1H	could you -'	
03	S1H	A 'turn down the music a little'.	
04		B xxx (laughter)	
05	S1H	A 'Sorry it's very loud - your music is very	
06	E1	loud, would you mind putting - no'	
07	S1P	B You have to say that you live next door.	
08	O2	A I think that's obvious if it's in student	
09	O2	accommodation.	
10	S1H	A 'Your music is very loud, could you put it	
11	S1H	down a bit because I'm trying -'	
12	S1H	B 'Turn it down'	
13	S1H	A 'Turn it down because I'm trying to sleep'	
14	S1P	B You don't have to explain you want to	
15	S1P	sleep.	
16	S1P	A But I would because if you say you're	
17	S1P	going to sleep -	
18	S1H	B 'Very loud'?	
19	S1H	A 'very loud'.	
20	S1H	B 'Could you please turn it down?'	
21	S1H	A Okay.	

G3 Transcript
F1 – 3
Retrospective interview

Line	Code	Protocol
01		R Okay, can we have a look at F2 – money. You chose not to make a request in
02		that situation. Do you want to say a little bit more?
03	S1N	A I would never go to a complete stranger and ask for money.
04	S1N	B No.
05		R Okay. And in F1 you said it would depend on the length of the journey. Do
06		you want to say a little bit more about that?
07	O2	A If it's a short drive I wouldn't ask someone to go up or let me to the seat
08	O2	because if it's just 5 minutes or 10 minutes I can stand as well. And if it's a
09	O2	longer drive of course I would ask because I don't want to stand for 2 hours just
10	O2	because I'm too polite and there's a seat free.

Appendix 4

EN1 Verbal Report: Content Analysis
Practice Session

Line	Protocol	Code
01	B You need a particular book from the library and notice that another	0
02	student who you do not know very well has the book that you need.	0
03	There is only one copy in the library, ask the student if you can borrow	0
04	the book for a few days.'	0
05	I did this the other day.	10
06	A Did you?	10
07	B (xxx) but only for a few minutes.	10
08	A But it was somebody that you knew?	10
09	B Um ...	10
10	A It's somebody you do not know very well.	1
11	B And also (xxx) it's quite a bit of paper.	1
12	A Well it is in this library.	1
13	B So I know that I would be very apologetic, I would start with 'Excuse	6
14	me' and apologise as well and say 'I'm sorry' at the beginning.	6
15	A Yeah. Can you remember what you actually said?	10
16	B Um, I said ... well because I knew her I said 'Oh wonderful, I	10
17	desperately need something from that book. Do you mind if I just	10
18	borrow it for a few minutes to photocopy?'	10
19	A Right, that was for a few minutes.	10
20	B I don't know. I don't ...	10
21	A Yeah. Would I ask somebody ...	20
22	B For a few days.	20
23	A For a few days, I don't think I would. I'd ask if I could borrow it to	20
24	photocopy something but ...	20
25	B Yes, I think that few days thing is a bit of a problem. Maybe you	20
26	could negotiate that one though. Maybe you could say 'I see that you've	6
27	got ... Nunan' (Laughter) 'I wonder if there's any chance I could borrow	6
28	it.'	6
29	I don't know if I'd be that formal. I mean it is somebody that you know	1
30	isn't it? You just don't know them very well. So ... I don't know, say	1
31	if it was one of our lot, I mean if it was you I'd probably just say 'Oh B	1
32	can I have it please for couple of days?' But if it was ... I don't know	1
33	what I would say.	1
34	B Cos you could get yourself to the point, depending on how they	3
35	responded, of then saying 'When do you need it back?'	3
36	A Yeah. Yeah I think maybe I'd start off by saying, you know ... I don't	3
37	think I would ask for it for a few days.	3
38	B You would do that later wouldn't you?	3
39	A Yeah.	3
40	B You would do this in manageable chunks, so you'd get over the hurdle	3
41	of saying that you needed it and asking to borrow it.	3
42	A Yeah yeah. I think I'd just say 'Ah! God! I'm desperate for that book!	6
43	Is there any chance that I could take it for a few ... how long can I have it	6
44	for?'	6
45	B xxx Yeah.	6
46	A So we've actually got to write something down here.	15
47	B Yes what you would say.	15
48	A Well when you write it down ...	15
49	B Part of the problem is how polite I was would also depend on what	1
50	they were doing at that particular moment. You know when I was in that	1
51	situation. We were all milling around so it wasn't as if somebody was	1
52	sitting there working away. If you were disturbing them that would be	1

53	another point where you would need to be more polite wouldn't you?	1
54	Whereas if you weren't disturbing them.	1
55	A Yes I mean all of this is dependent on the response that you get. I	3
56	mean if I went up to someone and said 'Oh God, you've got that book, I	3
57	really need it xxx' And they said 'Oh no it's all right you can have it,	3
58	how long do you want it for?' I mean the response would be important	3
59	wouldn't it, whether you asked for it for a few minutes or xxx	3
60	A Yeah no ...	3
61	B You and I would ask in very different ways though.	21
62	A I know, I think so yeah. Yeah because you'd be ever so ever so polite.	21
63	I think I would.	21
64	A And I'd probably go for the ...	21
65	B Go for the enthusiastic bouncy approach, to win them over.	21
66	A Oh don't know if we can write this.	6
67	B I think if I ... let's see, where would I get to, the most general thing? I	6
68	think I'd say 'Excuse me, I see that you've got the Nunan, I wonder if I	6
69	could borrow it', and then I would ... I know what I would do, I would	6
70	go into burble, I would do that bit and then I would go into overdrive	6
71	about it explaining why.	6
72	A Why you needed it, yeah.	6
73	B 'I wonder if I could borrow it? I need it desperately and it's the only	6
74	copy.'	6
75	A Yeah.	6
76	B 'Do you need it right now? Would it be possible for me to borrow it	6
77	for a while?' Yes I'd do 'for a while'	6
78	A That phrase you just said 'Would it be possible?' I think I could use	6
79	that, I would probably use that as well.	6
80	B That would depend on how not very well I knew them, whether I used	7
81	'could' or 'would it be possible'.	7
82	A I mean all of it, quite a lot depends on the situation doesn't it?	1
83	B And that would also depend on the situation and whether I thought I	1
84	was disturbing them. If I thought I was disturbing them xxx 'I'm sorry	1
85	xxx So what would you do? xxx general?	1
86	A Um, I think I'd probably go up and pounce on it 'Ah! That's the book	6
87	I was looking for? Do you desperately, desperately need it?'	6
88	B Yes, I can hear you saying that, absolutely.	21
89	A So we'd say really different things. I don't know if we can agree on	21
90	everything. Do we actually need to reach a consensus?	15
91	B Yes	15
92	A We need to actually write something.	15
93	Okay. I think I could hear myself saying what you said before 'Would it	6
94	be possible to nick it for a few minutes?' or 'borrow it for a few minutes'	6
95	and then wait for the response. And then see if you could negotiate for	6
96	longer.	6
97	B Would you say instead of 'for a few minutes' could you say 'for a	6
98	while?'	6
99	A It would depend yeah. Yeah no, yeah I think so.	6
100	B I think I would get round it that way, and then extend the time.	6
101	A Depending on the reaction.	3
102	B Yeah.	3
103	A Right, do you want to write it? Where have we got to?	15
104	B You wouldn't say 'Excuse me'.	6
105	A Probably not. No I mean if it's somebody that I know, even if I only	1
106	know them a little.	1
107	B Name, use the name.	6
108	A Yeah exactly yeah.	6

109	B Shall we give this person a name?	6
110	A Let's say Jeff.	6
111	B Jeff. And there'd be an exclamation mark.	6
112	A There would. 'You've got the book I've been ...'	6
113	B 'Oh I've been looking for that for ages' or something along those lines.	6
114	A 'I've been looking for that book for ages, do you desperately need it ...	6
115	right now?'	6
116	B I wouldn't say 'right now' because then you'd be back to the sort of	6
117	short timeframe, I think I'd leave it open.	6
118	A Right.	6
119	B 'Do you desperately need it? Or is there any chance I could borrow	6
120	...' no you wouldn't do the 'any chance' xxx	6
121	A I don't know xxx 'Is there any chance I could borrow it?'	6

**EN1 Verbal Report
A1 Lift**

Line	Protocol	Code (A reads)
01	A 'Your car has broken down and you need a lift home from	0
02	the supermarket. You see some other people who live in	0
03	your street who you do not know standing near the exit. Ask	20
04	them for a lift.' Would you do that? I would. Except I don't	20
05	drive but I could imagine myself asking people xxx...	
06	B Um ...	
07	A If I knew they lived in my street.	20
08	B Yes, I probably would because I'd probably pass them	20
09	and say hello to them anyway.	20
10	A Yeah, yeah, even if you don't talk to them. So what would	20
11	you say? 'You live at number 11 don't you?' 'I've broken	6
12	down, can I have a lift?' 'Are you going home?'	6
13	B Yes, I'd keep it quite short actually.	6
14	A 'Are you going home?' Yeah.	6
15	B I'd say ... it'd be 'Hi' rather than 'Hello' I think. I'd hail	6
16	them.	6
17	A But I think you'd also identify where you know them from.	6
18	So you'd say something like 'You live in such and such	6
19	street don't you?'	6
20	B 'Don't you?' yes. And ...	6
21	A 'Are you on your way home, because I've just broken	6
22	down'	6
23	B Yes, xxx my car. 'Could you give me a lift?' xxx	6
24	A Okay, so we've got ... are we ready to write? We've got	6
25	'Hi' ...	6
26	B Yeah.	6
27	A 'You live at ...'	6
28	B 'You live in ...' and I think I'd probably use the name of the	6
29	street.	6
30	A Yeah.	6
31	B 'You live in Bloggs street as well don't you?'	6
32	A 'As well?' I'd just say 'Don't you?' It's just that ... yeah	6
33	that's what I'd say 'It's just that my car's ...	6
34	B 'My car's broken down.'	6
35	A 'Are you on your way home?'	6
36	Uhuh. Or I would say 'It's just that my car's broken down	6
37	and if you're on your way home xxx a lift'	6
38	A The thing is, because of what we've been doing, I'm really	8
39	aware of the way we write and the way we speak. And I	8
40	think ...	8
41	B You think you'd keep it shorter?	8
42	A Yeah I think you just tend to talk in shorter blocks.	8
43	B Yes, you could just ask a straight question couldn't you?	8
44	'Are you xxx'	6
45	A 'Are you on your way home?' And then you leave it like	6
46	dot dot dot, and wait for the response.	6
47	B xxx	
48	A You've given the situation then haven't you? Then you	3
49	just need some sort of feedback.	3
50	B Uhuh. And their response is 'Yes of course, there's plenty	0
51	of room for one more.'	0
52	A Oh okay.	

53	B So you could then put in ...	
54	A Oh do we need to respond to the response?	15
55	B No, but I was thinking to get to that point - 'Are you on	3
56	your way home?' and you assume that they're going to say	3
57	yes, since we know that they agree to take you anyway.	3
58	A Oh okay, right, I didn't read that actually.	3
59	B You would then say wouldn't you? 'Can I have a lift?' or	6
60	'Could you give me a lift?'	6
61	A I think that 'Yes, of course' even without asking for a lift,	19
62	just what we've said there ...	19
63	B Would be enough.	19
64	A ... means that we've asked for a lift.	19
65	B We've given the situation yeah.	19
66	And they would say 'Yes of course.' I think that that would	19
67	be a perfectly normal response, even though the question	19
68	hasn't actually been asked.	19
69	B Do you? I wouldn't expect to hear the 'Yes of course'.	19
70	A No.	19
71	B It's the 'of course' that would be a problem because then	19
72	that 'Yes of course' is responding to 'Are you on your way	19
73	home?' You'd get the intonation of course but ... I don't	19
74	suppose it really matters that much because you wouldn't	19
75	know that that was going to come.	19
76	A Well yeah because you wouldn't know that response	19
77	would you until you've asked the question.	19
78	B So they would actually just respond a little bit differently.	19
79	A Probably, yeah yeah.	19
80	B They would just say 'Yes we'll give you a lift' than 'Of	19
81	course'.	19
82	A Okay next one.	

**EN1 A2 Draft
Verbal report**

Line	Protocol	Code
01	B So shall we move on to this? 'You've handed in a draft	0
02	essay to a new lecturer who promised to return it 10 days	0
03	ago. Your final draft will now be late and not meet the final	0
04	deadline. Ask for the return of your draft.' I wouldn't have	4
05	left it that long.	4
06	A No. That situation wouldn't have happened. And anyway	4
07	I think I'd just leave it, I wouldn't ...	20
08	B I would. I would just leave it and I would get on with it.	20
09	A Presumably you know if they promised to return it 10 days	4
10	ago at some point you would have asked for it already, so	4
11	this would be like a repeat asking for it again.	4
12	B Yeah.	4
13	A And I wouldn't bother.	20
14	B No, I wouldn't.	20
15	A I wouldn't do it. And if they haven't given it in ... and also I	20
16	wouldn't be waiting for it.	20
17	B No. And I would assume that they were then too busy to	20
18	deal with it and I'd already have asked somebody else for	20
19	help.	20
20	A Yeah. Yeah no I wouldn't do that xxx	20
21	B Shall we leave that one?	20

**EN1 A3 JOB
Verbal Report**

Line	Protocol	Code
01	A 'You're coming to the end of your studies and have seen	0
02	an advertisement for a job which you're interested in, you'd	0
03	like some more information about the job. You phone the	0
04	company and ask them to send you the information.' Oh	0
05	God. Are we going to do the whole phone conversation? I	4
06	mean it's a bit unnatural really isn't it because you would	4
07	not...	4
08	B You need some responses xxx	3
09	A Cos you wouldn't just say ... if somebody picked up the	3
10	phone and said 'Hello, so and so company' 'Oh hello I'm	3
11	phoning about the job.' I would say 'I'm phoning about the	3
12	job that you advertised' and then wait for a response.	3
13	B Would you?	3
14	A And then 'Could you send me some information?' But it	3
15	wouldn't all come out in one long blurb.	3
16	B You quite often get an answering machine with the	3
17	numbers that they give.	3
18	A Do you?	3
19	B Mm.	3
20	A Well all right if you were talking to an answering machine	3
21	then you would. What would you say?	3
22	B Even if I got the receptionist I would say 'Good morning,	6
23	I've seen the advertisement for ...' and I would specify which	6
24	job and say 'Could you please send me details?' and that's	6
25	all I'd say.	6
26	A 'details'?	6
27	B Mm.	6
28	A Not 'more information'?	6
29	B No I would say 'details'.	6
30	A Really? I think I'd probably say something like 'I'm	6
31	phoning about the job that was advertised.'	6
32	B I would say 'I've seen the advertisement for ...' and I	6
33	would say which job because so often they have ...	6
34	A Several.	6
35	B... several, and I probably wouldn't bother being put	6
36	through to the personnel department.	6
37	A No.	6
38	So I would just say 'I've seen your advertisement for da di	6
39	da di da, could you please send me details?'	6
40	A I wouldn't use 'details', I'd say 'Could you send me some	6
41	more information?' I can't imagine myself ever saying	6
42	'details' actually.	6
43	B I think the word 'details' I mean to be including an	6
44	application form or whatever.	6
45	A Right. That's interesting, because I would just assume	12
46	that they knew, you know if they got any more information	12
47	and application forms etc then that's what they would say.	12
48	And presumably you know if they didn't then they'd say so.	12
49	B If they didn't have anything else.	12
50	A Well yeah, no you just have to make an appointment. I	6
51	wouldn't say 'details', definitely not. But I mean anyway xxx	6
52	B I would be comfortable saying 'some more information'	6

53	A Would you?	6
54	B Mm.	6
55	A Okay so ... 'Good morning I'm phoning about the job for	6
56	...' whatever.	6
57	B It would depend what the job was as well wouldn't it?	1
58	A Well yeah. We do speak quite differently actually. Shall	21
59	we put two options, or do we have to each agree?	15
60	xxx (Laughter)	
61	saying 'Good morning' I think aren't we?	6
62	A Are we?	6
63	B Mm.	6
64	A Are we saying 'Good morning?'	6
65	B You did actually just a minute ago.	6
66	Okay, well I would respond with whatever they said when	6
67	they answered the phone. If they said 'Good morning' ...	6
68	B I expect they xxx say 'Good morning'.	6
69	A Well if it was the morning. I mean it could be afternoon.	6
70	B (Laughter) Let's assume that we get up nice and early to	1
71	do these, because otherwise you miss the job altogether.	1
72	A All right so 'Good morning' I've seen the ... no what was it	1
73	you would say? I'm just trying to think if I would say it.	1
74	B I would say 'I've seen the advertisement for ...'	6
75	A But you wouldn't say 'I'm ringing because ...'	6
76	B No I would just say ...	6
77	A I'd say 'I'm ringing about the ads' 'I'm ringing about the	6
78	job'. I suppose I might say 'I'm phoning about such and	6
79	such a job advertised in ...' and I'd say the paper.	6
80	A Yes, yeah. 'advertised in' and whatever the name of the	6
81	job. 'I'm phoning about the job for ...' Oh no, 'I'm phoning	6
82	about ...' yeah it would be 'the job for' ... Or about the	6
83	secretarial job say, it would be the adjective wouldn't it?	6
84	B I would say 'the teaching job', the whatever job. Three	6
85	dots ...	6
86	A Dot dot dot. 'I'm phoning about the something job'	6
87	B 'advertised in ...' xxx paper.	6
88	A Advertised in ... yeah.	6
89	B 'Could you please send me some more information?'	6
90	A Yeah.	6

**EN1 Verbal Report:
B1 Restaurant**

Line	Protocol	Code
01	A Okay, 'You're in a restaurant with a friend and the waiter's	0
02	just brought you your meals and you realise the knife and fork	0
03	are missing from the table. Ask the waiter to bring them.'	0
04	B It's just what we ask students to do all the time. Very simple	10
05	for me, I would just say 'Excuse me, could I have a knife and	6
06	fork please?'	6
07	A Yeah, I think I would as well.	6
08	B And I would expect a sort of 'Oh sorry!' from the waiter.	3
09		3
10	A Yeah. It's simple.	

B2 Library

Line	Protocol	Code
01	You have decided to study in the public library for a change one	0
02	Saturday morning'(laughter) 'some children behind you are	0
03	making a noise, you can't see their parents, ask them to be	0
04	quiet.'	0
05	A I wouldn't do it. I wouldn't ask the kids to be quiet.	20
06	B No I wouldn't.	20
07	A I'd wait for the librarian to do it.	20
08	B I wouldn't be in a public library.	20
09	A Well that's true, yeah no I don't think I would either. But if	20
10	there was anyone making a noise in the library I wouldn't see	20
11	that it was my place to tell them to be quiet	20
12	B I would also hope that they were going to go away again fairly	20
13	soon, I would just wait for them to go.	20
14		20
15	A Yeah, no exactly. xxx	20

B3 Room

Line	Protocol	Code
01	A 'You have decided to allow another student to stay in your	0
02	room for a small fee while you go home for the holiday. You've	0
03	not met the student before, as you show her the room ask her to	0
04	clean and tidy it before you return.' I wouldn't do that either.	20
05	B I wouldn't do that either, no.	20
06	A Specially if they're paying for it.	20
07	B Yeah.	20
08	A No I wouldn't, I would just assume that xxx do that.	20
09	B I would never say ... I would never specifically ask someone	20
10	to do that. To me, that would be so ... it'd be like sort of saying	20
11	'I think you're probably a slob.'	12
12		12

13	A Yeah, no exactly. That would be rude I think. The only thing	
14	that I would say, I mean my particular room at the moment, I	
15	would just show them where ... there's an extractor fan, I'd	
16	show them the switch for that and I'd show them xxx I wouldn't	
17	say anything about keeping it tidy.	
18	B No.	
19	A No.	
20		

EN1 Verbal Report
C1 Extension

Line	Protocol	Code
01	B Okay, so the lecturer is someone who's been teaching	1
02	you in a small group for a year. xxx	1
03	A Right. 'You've been asked by your lecturer to give a	0
04	seminar paper. You need more time. Ask for an	0
05	extension.' There's not enough information there.	2
06	B You'd have to give a reason.	2
07	A I think first of all you know when you ask the lecturer -	2
08	is it before the deadline, on the day? Presumably you've	2
09	already discussed what the paper's going to be about, what	2
10	the seminar's going to be about. But I think this would	2
11	really depend on when you were asking for an extension.	2
12	If you were well in advance of it, a couple of weeks in	1
13	advance, I think I could do it. If it was the day before I just	1
14	feel, you know ... again I don't think that situation would	1
15	arise. And also you know you'd have to say why. Again	1
16	like if it was a couple of weeks before, presumably the	1
17	reason ... well saying you need more time, not that you	1
18	have another engagement or you've got something else that	1
19	you have to do.	1
20	B I would be asking in advance because I wouldn't have	5
21	the nerve to leave it till the last minute and then ask.	5
22	A No exactly, yeah.	5
23	B And as you say, you'd need to give your reason. I would	6
24	start off by saying 'I have a problem with the seminar	6
25	paper because ...'	6
26	A Yeah but it would have to be something. I mean again	6
27	I'm not sure that this situation would arise unless	4
28	something catastrophic happened in your life, do you know	4
29	what I mean? If you had to ...	4
30	B Well I suppose if you'd been ill then you'd sort of	12
31	assume ... there's a context then that they probably know	12
32	that you've been ill if it's so serious that it's going to delay	12
33	things. And then you might not even need to state your	12
34	reasons because the lecturer already knows it.	12
35	A And how much more time anyway? How much more	2
36	time are you going to ask for? Because that would affect it	2
37	also.	2
38	B Mm.	2
39	A I think there's too many variables for the situation to be	2
40	clear. We could try it though.	2
41	B 'Give a seminar paper' ...	6
42	A Something like 'Would it be possible to do it the week	6
43	after?	6
44		6

48	B Yeah ...	6
49	You're not sure about that.	6
50	A No I was just thinking of how ... I would begin by	6
51	saying 'I have a problem' (laughter)	6
52	A 'I've got a problem'	6
53	B Yeah.	6
54	A Yeah.	6
55	B 'I'm not going to be able to give the seminar paper.	6
56	A On the day, 'on Tuesday'.	6
57	B 'not going to be able' or 'not going to be ready'?	6
58	A I'd say 'be able' 'Could we do it the following week?'	6
59	BI would say 'Could we make it'.	6
60	A 'Yes of course', what a nice lecturer!	0
61	B Mm.	0
62	A Okay next one.	
63		
64		

**EN1 Verbal Report
C2 Book**

Line	Protocol	Code
01	B 'You realise you need an important book for your essay,	0
02	the book is not available in the library, you know your	0
03	lecturer has a copy of the book you need. Ask for it.'	0
04	A I think I've done that actually, I asked X.	10
05	B 'Hello X, could I please borrow ...'	6
06	A No what I actually said is 'Do you know if anyone's got	6
07	...'	6
08	B You know your lecturer has a copy.	0
09	A Oh right, yeah. Yeah then I would just say 'Could I	6
10	borrow your xxx' or your whatever. And use the name.	6
11	A Yeah I think in all these situations it depends whether	3
12	you've already done the greetings and all the rest of it or	3
13	not. But I mean the actual asking for it xxx the name ...	6
14	probably because we've been here now, the name of the	6
15	author.	6
16	B It would be the name of the author.	6
17	A xxx Just put in brackets 'name of author'. That'd be it.	6
18	A&B Ooh! (laughter)	19
19	A Ooh nasty lecturer!	19
20	B xxx 'In any case I tend not to lend my books to	0
21	students.'	19
22	A Oh well none of our lecturers would do that would	6
23	they?	
24	B No. I think I'd then say xxx	
25	A I think I'd xxx actually.	
26	B Would you?	
27	A I mean I assume because we're thinking of this in our	10
28	current situation and we've already been told ... all our	10
29	lecturers have said to us ...	10
30	B 'You can borrow books'	10
31	A ... 'We've got books, you know if you need anything	10
32	you can borrow them.' If we didn't have that as a given	10
33	... but I would still ask, I would still ask.	20
34	B I would ask, but I might I suppose if I knew that this	20
35	character was likely to be prickly I might phrase it	11
36	differently. I think the closest ... the only difference I	11
37	would make would be to use 'possibly' 'Could I	6
38	possibly?'	6
39	A 'Could I possibly' yeah.	22
40	B But that would purely depend on what response I was	22
41	expecting. So if I was expecting ...	22
42	A Him to say no.	6
43	B ... him to say no, I would use 'possibly', but if I thought	22
44	that this person was friendly and likely to say yes, I would	6
45	say 'Could I borrow your ...'	13
46	A Well no, absolutely, I mean the way we've worded it	13
47	assumes that they're going to say yes, doesn't it?	13

48	B Yeah.	
49	A It's just a formality asking.	
50	B Oh well he was in a bad mood that day.	
51	A I wouldn't ask again.	
52	B No. Shall we move on?	

**EN1 Verbal report
C3 Lift (2)**

Line	Protocol	Code
01	A You need a lift home and you know your lecturer is	0
02	going your way.	0
03	B Would you do that?	20
04	A No.	20
05	B No, I wouldn't.	20
06	A I'd ask another student. No I don't think I'd ask the	20
07	lecturer.	20
08	B No. No I wouldn't do that.	20
09	A I mean presumably I've got my own normal way of	20
10	getting home. I'd take the bus, or walk or whatever it is I	20
11	normally do.	20
12	B I mean this thing of 'you need a lift home' sounds a bit	4
13	strange doesn't it? Trying to think of a situation where I	5
14	might, you know a reason why I might need a lift home.	5
15	A The only reason you would ask your lecturer for a lift	5
16	home is you'd actually been out either having a coffee or	5
17	having a drink together and they offered. But you	5
18	wouldn't ask.	5
19	B Yeah, it would be an offer wouldn't it?	20
20	A I mean I wouldn't even ask you for a lift home. You've	20
21	offered a couple of times but I wouldn't actually ask for it.	20
22	A No. Okay no.	20
23		
24		

**EN1 Verbal Report
D1 Help**

Line	Protocol	Code
01	B I think this is going to be more difficult.	
02	A 'A friend's mother would like some help in the house	0
03	over the vacation and she asks you for help.'	0
04	B I can't imagine any of my friends' mothers doing this.	20
05	A No.	20
06	B xxx	20
07	A Well I'm just trying to think about my mother, whether	
08	she would xxx I don't know, one of my friends or a	4
09	boyfriend, one of my boyfriends perhaps	4
10		4
11	B My mother wouldn't.	20
12	A I mean I think I would be the one to ...	5
13	B You mean to offer.	5
14	A No.	5
15	B Oh right.	5
16	A Between my friend and my mother. It would go	5
17	between xxx But anyway if they're saying that you know	1
18	it's a person who you've known for a long time.	1
19	B But age comes into it as well. You know 'Would like	1
20	some help in the house over the vacation. She asks you for	0
21	help.'	0
22	B Like painting the house or something.	0
23		4
24	A The only situation I could imagine is something like that	4
25	- painting and decorating xxx	4
26	B But then, yeah. But then it would go on ... to me that	5
27	would go more on ... the friend's mother ... as you say,	5
28	the mediating going through the friend ... so the mother	5
29	saying to the friend 'Oh it'd be wonderful if we could have	5
30	the place painted during the holidays' and the friend saying	5
31	'Oh I'm sure some of my friends would be happy to do it'.	5
32	A Yeah.	5
33	B And then the friend coming and saying 'What do you	5
34	think of ...'	5
35		5
36	A Or both people being there at the same time.	5
37	B Yeah. And then it being an offer rather than it being	5
38	solicited.	5
39	A Well I know, I mean that actually did happen. I	10
40	arranged for my boyfriend to paint my mum's flat.	10
41	B Right.	10
42	A My brothers are useless basically. But actually saying to	10
43	my mum you know 'Andy'll do it', offering his services.	10
44	B Well Francis got Oliver to do it but then Oliver's a	10
45	student, an ex student, and he's paying him.	10
46		10
47	A Well yeah no that's right xxx	10

48	B Yeah. But he knew that Oliver's done decorating before.	10
49	A Shall we ...	23
50	B Come back to it.	23
51	A Shall we come back to that one yeah. Can we go on to	23
52	the next one?	23

EN1 D1 Help (2) Verbal Report

Line	Protocol	Code
01	A So back to these two?	15
02	B Yeah, which one do you want to tackle first?	15
03	A Yeah, I mean the second one I don't ... the first one I	4
04	don't think would again happen. I can't imagine any of my	4
05	friends' mothers asking me to do that.	4
06	B You know what would happen would be she might say	5
07	'You know we were talking about the idea of ...' yeah it	5
08	would have to go on prior knowledge.	5
09	A The only thing I can think of (xxx) there was a point	10
20	where a friend of my brother actually lived with us for a	10
21	while and he was an absolute darling and would do	10
22	anything for my mother, and I can imagine her ... and in	10
23	fact I'm sure she did ask him for various favours.	10
24	B So what would she say then? How would she ask?	
25	A It would probably be something like outlining the	6P
26	situation and then to (xxx). Or again it would be an offer	6P
27	from him, he'd say 'Oh I'll do that for you' and she'd say	5
28	'Oh would you?' But she wouldn't ask outright for help	5
29	she would just say something like 'Oh bother, I've got to	6P
30	get the car (xxx)' 'The car's broken, I don't know what's	6
31	wrong with the car, it needs fixing.' Do you know what I	6
32	mean? It would be outlining the situation and then	6P
33	somebody would offer to help. I'm not sure (xxx)	6P
34	B Um ...	
35	A I mean I could imagine my mum asking (xxx) quite	4
36	happily but not all my friends.	4
37	No. Or (xxx) my friends' mothers (xxx) helping out. No it	
38	wouldn't ...	
39	A I mean can we say for these ones as well that we don't	4
40	think the situation would arise?	4
41	B Not in this sense.	4
42	A (xxx) I can't imagine what she would say.	4
43		
44		
45		

EN1 D1 Help (3) Verbal Report

Line	Protocol	Code
01	Right, friend's mother ... I really can't imagine the	4
02	situation. But if it is an imaginary situation, let's say it's	14
03	an imaginary situation, your friend's mother would say to	14
04	you 'Would you like to earn a little money over the	6
05	holiday? I need'	6
06	A Oh that might be possible yeah.	6
07	B such and such (xxx) money (xxx)	6
08	A Yeah okay.	6
09	B 'Would you like to' or 'How would you feel about ...'	6
10	A (xxx)	
11	B 'How would you like to?' 'How would you like to earn	6
12	some money over the holiday?'(xxx) 'I need some help in	6
13	the house'	6
14	A Or 'The house needs painting.'	6
15	B (xxx) 'The house needs painting' -- 'The house needs	6
16	painting and I thought you might be interested.'	6
17	A I'd just leave it at that.	
18	B (Laughter)	
19	A 'The house needs painting.'	6
20	B Okay.	
21	A I think it's okay isn't it? 'How would you like to earn	6
22	some money over the holidays? The house needs	6
23	painting.'	6
24	B Yeah fine yeah.	
25	A Okay.	
26		
27		

**EN1 Verbal Report
D2 Hospital**

Line	Protocol	Code
01	A 'You're at home minding a friend's child. An elderly	0
02	neighbour has had a fall and wants to get to the hospital, she	0
03	asks for help.'	0
04	B Okay.	0
05	A That one yeah.	0
06	B Yeah. What would the elderly neighbour say? Start off with	6
07	apologising for bothering you.	6
08	B She'd probably be a bit flustered wouldn't she and a bit upset.	1
09	Have you seen the response?	19
10	B Oh my goodness. (Laughter) Neither of us would ever say	19
11	that. Oh no, cos you'd take the child with you.	19
12	A Exactly. Or you'd phone your friends, or you'd phone	19
13	somebody else.	19
14	B Call an ambulance or something.	19
15	A Call an ambulance yeah. What would she say? 'I've just	6
16	fallen over'?	6
17	B You've known the person for a long time so probably say ...	1
18	there would be the explanation from them ... well actually you'd	3
19	see that they were ...	3
20	A I think the problem with this again is that it wouldn't be ... it	3
21	would be a dialogue it wouldn't be a straight forward ...	3
22	B Wouldn't be a straight forward request yeah. You'd have	3
23	your flustered neighbour saying 'Oh Maya ...' and you would	5
24	see and hear distress and you would respond to that ...	5
25	A 'Are you all right?'	3
26	B 'Are you all right', yeah. 'No I don't think I am, I fell over	3
27	the cat.' And you know 'I've hurt my leg'	3
28	A Again I think you would be the one to suggest that they go to	5
29	the hospital.	5
30	B Yeah.	5
31	A xxx This isn't easy.	15
32	B No. I thought this might be difficult.	15
33	A xxx somebody else. You would not ... you wouldn't say that	4
34	to an elderly neighbour who you've known for a long time. You	4
35	wouldn't say 'I'm sorry but I can't xxx'	4
36	B No.	4
37	A Come back to that one.	23
38	B Yeah we'll (laughter) we're not very good at these.	23

EN1 D2 Hospital (2) Verbal Report

Line	Protocol	Code
01	B I can imagine the elderly neighbour more closely than	4
02	I can the friend's mother.	4
03	A Yeah, (xxx)	4
04	B Okay. I can hear the neighbour saying 'Oh so and so'	6
05	A 'I've fallen over'	6
06	B 'I've fallen over' - - well I think it would be 'I've fallen	6
07	over and hurt - - 'I think I need to go to the hospital.'	6
08	AYeah.	6
09	B And I don't think the request would be phrased	6P
10	necessarily as a request.	6P
11	A 'I've hurt myself' I think it would just be.	6
12	B Mm. 'I've hurt myself and I think I need to go to the	6
13	hospital.' My mind's just gone off at a tangent having	
14	read the article there. (xxx) Anyway.	
15		

**EN1 Verbal Report
D3 Police**

Line	Protocol	Code
01	B Okay, so 'The - a local policeman whom you have met before	0
02	wants you to move your car to make space for a removal van. He	0
03	asks you to move your car.' Now this one should be easier.	0
04	A 'Could you move your car please?'	6
05	B Yeah.	6
06	A That's right isn't it? Because policemen have got ...	1
07	B A certain amount of authority for a start.	1
08	A ... power.	1
09	B No he'd be friendly about it wouldn't he?	13
10	A Yeah, I know. But he would ... they wouldn't have any	13
11	problem asking you to do that. And probably there would come	13
12	an explanation, but (xxx)	13
13	B So I think he'd just say 'Hello'	6
14	A Yeah.	6
15	B Might say 'Morning!' (laughter) or something. I'll put	6
16	'greeting' in brackets. So there'd be something like ...	6
17	A (xxx)	6
18	B Mm yeah. Um, 'Could you move your car please, a removal	6
19	van needs to get in.'	6
20	A Yeah. Isn't that interesting though (xxx) think of what a	4
21	policeman would say. But I mean the response to that I'd say	4
22	'Well where do you want me to put it?' I mean I don't think I'd	4
23	just go along with that happily because it's a policeman.	4
24	B Ah but you know him. I would because it's ...	1
25	A Well it doesn't say you know him because in that one it says	1
26	'who you've met before', but it's not ...	1
27	B You don't necessarily know him well. You're friendly to	1
28	everybody you'd ...	1
29	A Well it would depend. I mean if there was somewhere else for	2
30	me to park the car, but I mean given what the parking situation's	2
31	like I would say you know (xxx)	2
32	B I would probably make a joke at that point and say 'As long as	6
33	you can guarantee I'm not going to get a parking ticket'	6
34	A Yeah exactly. (xxx)	6
35	B (Laughter) 'I'll send you the parking ticket'.	6
36	A And also it would really depend on how it was asked, on the	16
37	intonation of it.	16
38	B Uhuh.	16
39	A Because if it was an order I think I'd probably react to it. But if	13
40	it was asked nicely.	13
41	B Can they order you to move your car?	4
42	A They can (xxx)	4
43	B Can they?	4
44	A Sure. Policemen (xxx)	4
45	B (Laughter) Okay ...	4

EN1 Verbal Report
E1 Notes

Line	Protocol	Code
01	B So you missed a lecture yesterday and need to borrow a	0
02	friend's notes, ask her for the notes.	0
03	A I've done that.	10
04	B I would say 'A, could I borrow your notes from yesterday	6
05	please?'	6
06	A I would say 'B, did you write any notes?'	6
07	B (laughter) And I haven't (laughter)	
08	A Um, yeah, no I think that's fairly straight forward isn't it?	
09	Yeah.	
10	B 'Could I borrow your notes?'	6
11	A Mm. Or 'Could I copy your notes?'	6
12	B 'Could I copy your notes from so and so's class?	6
13	B Oh well at least the response there is (laughter)	19

**EN1 Verbal Report
E2 Kitchen**

Line	Protocol	Code
01	A You share a friend with another kit-...	0
02	B You share a friend? (Laughter)	0
03	A You share a friend with another kitchen. 'You share a kitchen	0
04	with another student who's left a mess from the night before.	0
05	Ask her to clean it.'	0
06	B Look at that response!	19
07	A Um, well I was just going to say I think in my younger days I	10
08	could imagine that situation but not any more. I would actually	10
09	(xxx)	10
10	B I wouldn't ask, I would just leave it. And leave it and leave it.	20
11	Actually a friend of mine I went to see her and she wanted to use	10
12	the grill pan ... it's her flat and there's another person renting a	10
13	room from her ... and this person never ever cleans the grill	10
14	after she has used it, and this friend (xxx) but she didn't know	10
15	how to deal with it. She didn't want to ask, she didn't feel	10
16	comfortable about asking. And I said just do all the other	10
17	washing up and leave the grill- pan out, that's what I would do.	10
18	I really just think it's just not worth it. I mean I used to get	10
19	uptight about things like that and I just don't anymore. I mean I	10
20	shared loads of houses and definitely when I was younger we	10
21	used to have the domestic ... you know the arguments and the	10
22	fight about it, but just not anymore.	10
23	A We never did.	10
24	B I mean even with ... like Rob's a ... I mean my flatmate now,	10
25	he's a messy bugger, but I'll just clean up, I don't care, it's not	10
26	worth it. (xxx) I would either clean it up or (xxx)	10
27	A Yeah I wouldn't say anything	20
28	B No. Okay.	20

EN1 Verbal Report
E3 Party

Line	Protocol	Code
01	B 'Your room mate is a good cook ...'	0
02	A 'You want her to prepare the food'	0
03	B 'You want her to prepare the food for your joint party. Ask	0
04	her to prepare the food.'	0
05	B Oh I can imagine that, yeah yeah. I can imagine that.	6P
06	That's simple, you just start with a bit of flattery.	6P
07	A Yeah. 'You know you're such a good cook? ...' (laughter)	6
08	Yeah.	6
09	B But I think it would be interesting to know who invited all	2
10	the people.	2
11	A Well it's a joint party. So that's all right.	2
12	B Yeah.	2
13	A I'd just say 'I'm terrible at cooking, I'll do the cleaning' 'I'll	6
14	wash up. I can't cook' 'Seeing as you're such a brilliant cook,	6
15	you do the cooking and I'll - '	6
16	B 'And I'll clear up'. I would actually say - rather than 'such a	6
17	brilliant cook' I would say 'seeing as you're the cook' ...	6
18	A Right yeah. Yeah. This house. Or maybe not even 'seeing	6
19	as', 'You're the cook in this house', it'd just be a statement	6
20	wouldn't it?	6
21	B No I think I probably would keep that one in. 'Seeing as	6
22	you're the cook', 'If you do the cooking I'll clear up'.	6
23	A Yeah. Okay so the second one we're agreeing -	20
24	B we wouldn't do -	20
25	A We wouldn't do that.	20

**EN1 Verbal Report
F1 Bus**

Line	Protocol	Code
01	B Okay, so 'You get into the bus going home from college and	0
02	only one seat is free. You ask a student who you don't know to	0
03	move over and make space. Ask the student to move.'	0
04	A Well if it's free (xxx)	
05	B I would get them to move over, I'd say 'Excuse me' and	6
06	clamber over their legs.	6
07	A No I don't get that. Why would you ... no you wouldn't,	6
08	you'd just sit down. Wouldn't you? Just say 'Excuse me' ...	6
09	B Well I suppose ...	
10	A Or 'Can I get in?' I'd say 'Can I get in?'	6
11	B Yeah?	6
12	A Yeah.	6
13	B I'd just say 'Excuse me' (xxx)	6
14	A I definitely wouldn't ask somebody to move. I mean the	20
15	closest I'd get to it is if I had to get past them (xxx) 'Would you	20
16	mind if I get in?' But no I wouldn't ask them to move.	20
17	B No. Shall we leave that one blank then?	20
18	A Yeah. I mean I don't understand that anyway, because it says	4
19	'You ask a student you don't know', how do you know they're a	4
20	student? And anyway what's that got to do with price of fish?	4
21	B (laughter)	
22	A Whether they're a student or you know ... a stranger is a	17
23	stranger is a stranger, it doesn't matter whether they're a student	17
24	or not.	17
25	B No. Let's move on.	23

**EN1 Verbal Report
F2 Money**

Line	Protocol	Code
01	B 'You're standing in the lunch queue by the cashier point in	0
02	college and realise you've left your purse at home. Ask a student	0
03	at the front to lend you money for your lunch.'	0
04	A Oh well like the other night when I had to ask you for some	10
05	money for a drink. 'I really want to go to the pub but I haven't got	6
06	any money'.	6
07	B It would have to be somebody I knew quite well.	1
08	A Yeah.	1
09	B I wouldn't ask even if I'd seen them wandering around college I	20
10	would never ask.	20
11	A But you would ask me.	20
12	B I would ask you.	20
13	A If we were in a queue together. I'd say 'Oh no! I can't believe	6
14	it, I've left my purse at home,' I'd say 'Can you lend me the	6
15	money for lunch and I'll pay you back later?'	6
16	B Yeah.	6
17	A And then you say 'No I'm afraid not, I really don't have	
18	enough'.	
19	B (laughter) 'Starve'	
20	A Bitch! (laughter) Oh dear.	
21	B I'd have to say 'purse' I don't have a wallet.	6
22	A (laughter) Yeah.	6
23	B My money at home ...	6
24	A I have a wallet as well, but I think I always call it a purse.	
25	B 'I've left my money at home',	6
26	A 'I've left my money at home' okay.	6
27	B 'Can you lend me ...	6
28	A 'enough for lunch' yeah.	6
29	B 'And I'll pay you back later.' 'And I'll pay you ...' there we are.	6

EN1 Verbal Report
F3 Music

Line	Protocol	Code
01	B 'A student in a nearby room in your student accommodation is	0
02	playing loud ...	0
03	A In fact that's what I have said to Rob to keep it down.	10
04	B That's all you would say isn't it? It isn't really worth xxx	21
05	Yeah. So we're going to leave the first one blank?	20
06	A Yeah. I mean in that particular situation like I say the only	
07	thing I could imagine is xxx	
08	B Mm.	
09	A Not asking. So we'll leave it blank.	20

EN2 Verbal Report
A1 Lift

Line	Protocol	Code
01	A Right.	
02	B Gosh	
03	A Yes. Uh ... gosh well you'd have to be incredibly polite	11
04	wouldn't you?	11
05	B Yes, but you would ask them.	20
06	A If I thought they were approachable types of people I	20
07	would. People who you do not know ... if I lived in a	20
08	different street ... (Laughter)	1
09	B But it's in the same street isn't it?	1
10	A No no, no, I mean from the one I really live in.	1
11	B Oh I see.	1
12	A But mm. I'd probably start off by saying something like	6
13	'Excuse me, I'm terribly sorry to trouble you' or something	6
14	like that. And then 'But my car's broken down' and ...	6
15	presumably I'd have no money otherwise I could afford a	1
16	taxi.	1
17	B Mm. I think I'd also say something about 'Maybe you	6
18	don't know me' or ...	6
19	A Oh yes of course yes.	6
20	B 'I recognize you', or 'I know you live in the same street'	6
21	or 'such and such a street'.	6
22	A 'You live at number X don't you?' yes. Yes.	6
23	B So that I'm not a complete stranger to them.	6P
24	A Of course, you'd have to say that wouldn't you. Would	6P
25	you say that first?	6P
26	B I'd probably say 'Excuse me' or something first.	6
27	A Yes, okay. (laughter) We definitely start by saying	6
28	'Excuse me'.	6
29	B 'I don't know if you know who I am' ...	6
30	A Oh yeah.	6
31	B 'But I recognized you'.	6
32	A Yes.	6
33	B Would you say that?	21
34	A I don't know. 'If you recognize me?' No.	6
35	B 'I don't know if you recognize me but I know you live in	6
36	the same street. I live at number ...' whatever.	6
37	A Mm. 'In my street'?	6
38	B In the name of the street, I'd probably say, not 'my	6
39	street'.(laughter)	6
40	A Oh yes of course. X Street, right. Um ...	6
41	B And if I knew more or less where they'd live I'd probably	6
42	say 'You live opposite the ...' whatever.	6
43	A Oh yes, yes.	6
44	B 'doors away' or ...	6
45	A 'Opposite'.	6
46	B To try and show that ...	6
47	A 'Opposite me'.	6
48	B Yeah. Not opposite me if I don't live there.	21

49	A No. Uh ... but we haven't said 'and I live there too' have	6P
50	we?	6P
51	B Or 'I live at number ...' whatever.	6P
52	A Oh right okay 'And I live at number ...', number 5.	6
53	B Then I suppose I'd mention something about what's	6P
54	actually happened.	6P
55	A 'I was wondering if you could help me'.	6
56	B Yeah.	6
57	A Then um ...	6P
58	B Whatever's gone on with the car. 'I can't start it' or ...	6
59	A 'I can't get my car started'. And 'I haven't got enough	6
60	money for a taxi'.	6
61	B (laughter)	6
62	A Or do you not mention that? Maybe that sounds a bit	21
63	begging.	21
64	B (laughter)	
65	A Perhaps it does.	21
66	B Yeah I think I would just ... 'I can't get ...' ... 'and	6
67	wondered if you could xxx'	6
68	A Yes.	6
69	B But some supermarkets give you a ... there's a free	1
70	breakdown something. (laughter)	1
71	A Do they? Gosh.	1
72	B (laughter) But obviously this one doesn't. 'I wondered if	6
73	you'd mind dropping me ...	6
74	A 'dropping me home' no ...	6
75	B 'giving me a lift', 'cos I've got all these ...	6
76	A 'Cos 'dropping me home' sounds like taking me to my	21
77	door.	21
78	B Yeah.	21
79	A 'I'd be ever so grateful'.	6
80	B (laughter)	
81	A Would you say that? I tend to be quite over the top in	21
82	these sorts of situations.	21
83	B Mm, because you are imposing aren't you?	12
84	A Yes.	12
85	B That's if you don't know them.	12
86	A Yes.	12
87	B And they'd probably say 'Oh no problems get in'	3
88	(laughter) after all that.	3
89	A Right, oh yes. That's okay, I think that's okay.	21
90	B 'I'd be ever so grateful'.	6
91	A Yes and then they reply.	3
92	B Mm.	3
93	A Right okay.	3
94	B Probably with two words (Laughter)	3
95	A Yes (Laughter) Yeah 'Sorry we haven't got room' yeah.	3
96	B 'We're not going there'. (Laughter)	3

EN2 Verbal Report
A2 Draft

Line	Protocol	Code
01	A Mm, (inaudible) be late and you missed the deadline ... I	0
02	don't quite understand the situation ... uh ... you need to have	15
03	a draft back before you can hand in ...	15
04	B To re- write them.	15
05	A Oh I see, of course yes.	15
06	B If I want to make any changes.	15
07	A Yes, yes. So we assume this is a person- to- person	1
08	encounter.	1
09	B Mm. So obviously we know the lecturer.	1
10	A Mm, 'Hello'. (laughter) Uh ... I would ... yes, how well	6
11	are we assuming that they know ...	1
12	B Well he's obviously got it, would you imagine he's a he?	1
13	A Let's assume it is. 'Cos yes. Again I would say something	1
14	like 'Sorry to bother you', or 'Am I disturbing you?' if I just	6
15	call at their room. Would you? Or would you just go straight	6P
16	in with the ... or just mention the essay in the first sentence?	6P
17	B I think I'd probably mention the essay.	6P
18	A Yes okay.	6P
19	B But I wouldn't say straight away 'Can I have my essay?'	6P
20	A No, no.	6P
21	B 'Do you remember ...?' as if I'm ... so he doesn't feel so	6
22	bad about it, cos he might have forgotten, assuming that he	12
23	might have forgotten about it.	12
24	A Would you call him by his name? 'Hello X'?	6P
25	B Yeah, because we do ...	6P
26	A Yes. Um ...	6P
27	B 'Do you remember the draft essay?'	6
28	A 'Do you remember that draft essay'	6
29	B 'I handed into you' ... oh 'I handed in some time ago'	6
30	presumably if he promised to return it 10 days ago. So maybe	2
31	3 weeks ago. How long do they have to return the draft essay?	2
32	A I don't know (laughter) um ... but then obviously we must	2
33	have asked about it 10 days ago or have some kind of response	2
34	10 days before.	2
35	B I don't think so. No he would have ... when we handed it in	2
36	say 3 weeks ago ...	2
37	A Oh right okay.	2
38	B ... he would have promised to return it ...	2
39	A Yes.	2
40	B ... whatever, a week later.	2
41	A 'that draft essay I handed in'. Then I might ...	6
42	B I'd probably put a time 'I handed in ...' whenever.	6
43	A Oh right.	6
44	B If I remembered the date, or 3 weeks ago, whatever.	6
45	A '3 weeks ago'. But at this point I would definitely say	6
46	something like 'Sorry to hassle you' or 'Sorry to bother you	6
47	again about it'	6

48	B Yeah.	6
49	A Would you ...	21
50	B But then I would I remind them of that.	6P
51	A In the next phrase? So ...	6P
52	B I'm not sure (laughter) hand it in 3 weeks ago.	6P
53	A 'Sorry to bother you'?	6
54	B Um ...	6
55	A 'Sorry to hassle you'? (laughter) I'm not sure ... or just 'I'm	6
56	afraid I really need it back'	6
57	B Yeah I think I'd probably go for something more like that.	6P
58	A Yeah.	6P
59	B 'Because the deadline is' ...	6
60	A 'I really need to have it back'	6
61	B Uhuh.	6
62	A 'Cos the deadline's next week'	6
63	B Next week, yeah. But reading it now actually I don't think I	21
64	would say it quite as directly as that (laughter)	21
65	A You wouldn't? No. I would have to be quite familiar with	21
66	someone to be that direct. I'm sort of thinking that ... I'm	21
67	assuming now that I would already know them quite well.	21
68	B Mm. I'd put something in here. Maybe not 'Sorry to hassle	6
69	you' but ...	6
70	A 'Sorry to go on about it' ...	6
71	B 'Perhaps you might have forgotten' 'You probably have	6
72	looked at it and you're probably very ...' ... give him some	6
73	excuse.	6
74	A 'You're probably very busy'.	6
75	B Yes. Or 'You've had loads to look at' or ...	6
76	A Yes.	6
77	B Yeah anyway just making it easier for them to say 'Oh yes'	6P
78	(laughter)	6P
79	A So does that sound ... 'You're probably very busy but I'm	6
80	afraid I really need to have it back'	6
81	B Because of the deadline.	6
82	A 'Cos the deadline's next week'.	6
83	B But I wouldn't expect necessarily to have it then and there	1
84	because a) he might not have it, b) he might not be able to find	1
85	it easily. So maybe in another ... I would probably carry on	1
86	saying you know could I have it back as soon as possible so he	6P
87	doesn't have to be (inaudible) there and then.	6P
88	A 'Is there any chance of having it as soon as possible'.	6
89	B I don't know if I'd say 'is there any chance?' (laughter).	21
90	A You might regret when you see it on paper, you might	21
91	regret that you were so direct.	21
92	B 'Do you think I could ...' 'Do you think I could have it back	6
93	as soon as possible?'	6
94	A Yes.	6
95	B I mean between all that he might say something mightn't	3
96	he?	3
97	A Yes.	3
98	B And that's probably more ...	3

99	A Well he'll probably say hello anyway.	3
100	B (laughter)	3
101	A Yes, that's true actually.	3
102	B Even if it's 'What's your name? I can't remember'	3
103	(laughter)	3
104	A Yes.	3
105	B 'Do you think I could have it back as soon as possible?'	6
106	A Yes actually that's probably quite ... because now you've	21
107	said 'have it back' twice, and that's probably actually the way	21
108	one would do things.	21
109	B What do you mean? Saying it twice?	21
110	A Well 'I'm afraid I really need to have it back' and 'Do you	21
111	think I could have it back?' that's actually ... doesn't look too	21
112	good on paper but it's probably how you would say it yes.	8
113	Okay the next one ...	

EN2 Verbal Report
A3 Job

Line	Protocol	Code
01	You're coming to the end of your studies ... 'Hello, I'm	6
02	phoning about ...'	6
03	B Or 'Good afternoon' would you say 'Hello'?	6
04	A I wouldn't say 'Good afternoon'. I don't think I'd say	21
05	that on the phone.	21
06	B But if you're phoning the secretary how would she	3
07	probably answer? Pick up the phone.	3
08	A Sort of 'Smith & Co., can I help you?'	3
09	B Maybe or might be 'Good afternoon, can I help you?'	3
10	A Good afternoon ... um ... 'I'm phoning about ...' yes?	6
11	B Uhuh.	6
12	A Or would you say your name first? Perhaps that's more	6P
13	polite.	6P
14	B I don't think it really matters because at the end they	6P
15	usually ask, they have to ask for your name and address to	6P
16	send you the information don't they? I don't think I would	6P
17	... cos it doesn't really mean anything to them.	6P
18	A No.	6P
19	B Then I've always got to spell my surname and it's such a	6P
20	pain. (laughter)	6P
21	A Yes, yes. That actually varies between cultures. Cos I	18
22	phoned up a law firm in Austria the other week and just	18
23	asked to speak to somebody and because I didn't give my	18
24	name I sort of got a rollicking for not having announced	18
25	who I was. But it's true, it's superfluous here isn't it?	18
26	Because you're going to give all your address details in a	3
27	minute. 'I'm phoning about the ...	6
28	B The advertis- ...	6
29	A ... your advertisement in the Times' or something.	6
30	B In a way this sounds very written, I can imagine writing	8
31	that sort of thing and writing xxx as if you were writing to	8
32	ask for the information. I don't know whether I'd ... on the	8
33	phone.	8
34	A 'I'm phoning about ...	6
35	B The job advert.	6
36	A ... the job you advertised'	6
37	B 'I saw in the ...' whatever. It's difficult. Cos when	8
38	you're actually speaking you probably wouldn't ...	8
39	A Well I would say something like 'I'm phoning about the	6
40	job you advertis-...' no, perhaps we need to think of a job	1
41	that it is. What could be? The teaching post. 'I'm phoning	1
42	about the teaching post ...	6
43	B 'I saw advertised in the ...'	6
44	A Yeah. '... in the Guardian'.	6
45	B Yes, rather than saying 'the job, the teaching post	6
46	advertised in the Guardian' which would probably be for	8
47	writing. But I'd probably say if I was speaking 'about the	8

48	teaching post I saw advertised in the ...' whatever.	6
49	A Yes. 'And I was wondering if you could send me some	6
50	information about it'.	6
51	B Yeah.	6
52	A That's it. And then she would say 'Give me your details'.	3
53	B Probably wouldn't repeat 'I', I don't know it's difficult to	8
54	say how I would actually speak it. 'and was wondering ...'	8
55	A But I think that's written. I think that speaking you'd be	8
56	more likely to repeat it. Hang on ...	8
57	B (laughter)	8
58	A Uh ... I would definitely repeat 'I'.	6P
59	B I don't know if I would xxx I don't know. Just leave it in.	6P
60	A Shall I put it in brackets?	6P

EN2 A1 – 3 Retrospective interview

Line	Protocol	Code
01	R Okay, just to ask you what ... was there anything	
02	particularly about any of those three situations that you were	
03	paying attention to in deciding how to respond to the three	
04	situations? Anything in particular? You mentioned age for	
05	example at one point. Anything in particular you noticed	
06	about the three situations that affected your choice of	
07	response?	
08	A Well they all require a certain level of politeness.	11
09	B And whether you expect the people to do it or not. Whereas	22
10	I would expect the company secretary ... that's perfectly	22
11	within her job to give the information.	22
12	R Anticipation of response.	
13	B Yeah, the lecturer in the middle ...	
14	A Actually you're trying to put a bit of pressure on there.	1
15	B Yes, but it is his obligation to give it back and he is in the	7
16	wrong. And with these people I felt we had to be more polite	7
17	because a) we don't know them. With the first one the lift ...	7
18	R That's A1, right.	7
19	B Because a) we don't know them and it's more of an	7
20	imposition isn't it? They haven't got any duty to do that,	7
21	whereas a lecturer has a duty and a secretary definitely has a	7
22	duty.	7
23	R So there's a question of obligation there.	7
24	B Yeah.	7
25	R Okay. On the part of the person who you're speaking to.	7
26	B Yes. And having to be more polite to the people who	7
27	haven't got the obligation to do it.	7
28	A Mm, we're going a bit too slowly aren't we?	15
29	R It's okay.	
30	A I'm just ... cos we've been about half an hour on the first	15
31	page actually.	15
32	R Can I just ask you one other thing before we move on?	
33	A Yes.	
34	R Any problems with the procedures, with this methodology?	
35	A We've spent some time on the third one talking about	8
36	whether it was spoken or written ...	8
37	B Is that getting too nitty gritty?	8
38	A Uh ... well it's clear that we're supposed to be speaking	8
39	from the task.	8
40	B But it's difficult to write down what you would be speaking.	8
41	R Are you saying there's a tendency to produce language that	
42	you would use more in writing?	
43	B I find that, looking at it again, I suddenly think 'Well would	8
44	I really say that?'	8
45	R Right.	8
46	B The sentence length or ...	8
47	A My feeling is that I'm ending up not quite writing down	8
48	what I would say because we're compromising.	8

49	B Right okay.	
50	A I'm sure you feel the same way.	15
51	B Mm. Okay, but that's part of the task isn't it?	15
52	A Yes. And also in a way that we're having to fill in certain	15
53	gaps, information gaps in every task.	15
54	R Is that a problem?	
55	A Well it means it takes longer. That's the main thing.	15
56	B And also because you haven't got the person there giving	3
57	any reaction. That also ... as we just mentioned there, it does	3
58	depend how you would carry on your utterance.	3
59	A Yeah, like in the first task ... I mean you would get some	4
60	response from them before you got the point of asking them to	4
61	drive you home, so that makes it quite an artificial piece of	4
62	discourse actually.	4
63	R Uhuh.	
64	B And even the second one, the lecturer might a) recognize	3
65	you, b) say 'Oh yeah sorry' before you'd gone onto ...	3
66	A Unless you went in and said 'Don't say anything until I've	3
67	finished'	3
68	(laughter)	3
69	A 'I've got something to say to you'	3
70	(laughter)	3
71	A So yeah, that sort of ... it does make it more difficult to do.	3
72	R Okay that's fine.	
73	B How many have we got altogether?	15
74	R We've got 18	15
75	B 18 pages?	15
76	R No three on each page.	15
77	B Oh that's all?	15
78	R 18 situations.	15
79	B Oh I thought we had 18 times 3. That's why I was getting	15
80	worried. I thought it'd take about 6 hours.	15
81	R B1 to B3.	
82	A Right. Oh right. That's a bit easier.	15

EN2 Verbal Report
B1 Restaurant

Line	Protocol	Code
01	B Yes (laughter) 'Excuse me'.	6
02	A Again.	6
03	B(laughter)	6
04	A Aren't we polite, yes. 'Excuse me' 'Would you mind	6
05	bringing me a knife and fork?' Or would you say 'I don't have	6
06	a knife and fork?'	6
07	B I'd probably say first something about them not being there.	6P
08	A 'I haven't got a knife and fork'.	6
09	B Yeah.	6
10	A Or 'I haven't got any cutlery'? No, knife and fork, yes.	6
11	B 'Could you bring me one?' Could you say one even though	21
12	it's referring to things? 'Can you get them?'	21
13	A No. Knife and fork ... some? No. I think we've got	21
14	ourselves stuck actually.	21
15	B You'd probably say there ...	6P
16	A Maybe that's all we need to say.	6P
17	B That's all we'd have to say yeah. 'Cos if he's a good waiter	3
18	he will just say ...	3
19	A 'Excuse me I haven't got a knife and fork'	6
20	B ... 'I'm sorry' and get them.	3
21	A They would immediately respond though I'm sure, yes.	1
22	Yes.	1
23	B A waiter xxx certainly would. You wouldn't have to say	1
24	'could you please bring me some'.	21
25	A No you wouldn't no. Okay, so that's done.	21
26	B Mm.	21
27	A (laughter)	

EN2 Verbal Report
B2 Library

Line	Protocol	Code
01	B Oh dear ...	
02	A Children ... uh ... how old shall we assume they are?	1
03	Sort of between 5 and 10?	1
04	B Yeah. So they can understand.	1
05	A Mm.	1
06	B But nowadays they might not pay any attention	1
07	(laughter)	1
08	A I'm sure they wouldn't. That's a very difficult	1
09	situation. I'd probably be worried about being attacked.	1
10	B laughter	1
11	A Um ... I would say 'Excuse me' actually again. I	6
12	wouldn't be rude and direct with children I didn't know.	11
13	B I don't know if I'd say 'Excuse me' though. What	21
14	might they be doing? They might be looking at books and	1
15	just chattering.	1
16	A 'Can you keep the noise down please?' or ...	6
17	B I mean I probably shouldn't be studying there anyway.	20
18	A (laughter) It's a public place for the children, not the	20
19	study section of the library. For me they would have to be	20
20	making quite a lot of noise for me to say something, so	20
21	let's assume they're doing something more than	20
22	chattering. I would probably go to the library still. I	14
23	probably wouldn't do it myself if they were really making	14
24	a noise. But shall we think of what we would say if we	14
25	had no option.	14
26	B But even in the library here I've been there with people	14
27	making a lot of noise and talking and I don't say. And I	14
28	think to myself 'What should I do?	14
29	A And you wouldn't say anything.	14
30	B And I don't do anything. And people are chattering	14
31	quite loudly in the study section and I just stay there and I	14
32	don't tell the staff and I don't tell the people. So ...	14
33	A But if it was a public library and children would that	14
34	make a difference?	14
35	B Well let's imagine for this thing I would talk to the	14
36	children. For the sake of the task, yes. Although probably	14
37	...	14
38	A xxx	14
39	B ... I would just go somewhere else.	14
40	A Yes.	14
41	B To a section where children aren't allowed.	14
42	A Gosh, it's really difficult to know what to say because	2
43	you just don't know in what way the children are making	2
44	a noise.	2
45	B And if there are children there it's probably a children's	2
46	section of the library.	2
47	A Yes. And you don't know whether they're making a	2

48	noise because they're enjoying themselves or whether	2
49	they're deliberately trying to be disruptive and that would	2
50	affect what I said. Um ... so we need to just define the	2
51	situation a bit more, don't we, just before we think about	2
52	...	
53	B And probably I wouldn't want to blame them saying	6P
54	'You're making too much ...' but just reinforce the fact	6P
55	that in a library you're supposed to be quiet. You know	6P
56	this is the library rules rather than ... in some way though,	6P
57	rather than say 'You're naughty'.	6P
58	A Could you say ... oh yes. I mean personally I don't	1
59	really talk down to the children or kind of in an	1
60	authoritarian way. So I might talk to them ... at least I	1
61	would start off trying to talk to them in a similar way to	1
62	the way I talk to adults. Although I might say 'Did you	6
63	know you ...	6
64	B Yeah 'Do you know ...'	6
65	A 'Did you know you're supposed to be quiet in here?' or	6
66	... that's about as far as I'd go. But I don't know. I mean	21
67	the reality is I'd probably just say 'Can you keep the noise	6
68	down a bit'.	6
69	B Yeah the reality for me is I think I'd just go somewhere	20
70	else, I wouldn't say ... (laughter)	20
71	A Well yes, that's the first reality yes. Um ...	20
72	B Shall we put something or not? Shall we come back to	23
73	it?	23
74	A So no hope of having an effect.	12
75	B They might laugh at you, they might answer back.	12
76	A Yes. Mm.	12
77	B Bit silly being tyrannized by children (laughter)	12
78	A I know, but I do think things have changed a lot though.	12
79	B They certainly have.	12
80	A I mean I used to ask people to stop smoking in non -	
81	smoking carriages and I wouldn't do that now.	
82	B (laughter) You'd just put up with it.	

EN2 Verbal Report
B3 Room

Line	Protocol	Code
1	A Yeah yeah. (Reading) You've decided to allow another	0
2	student to stay in your room for a small fee while you go	0
3	home. (Sigh) Mm.	0
4	B So this is imagining that I'm a student where I don't live	1
5	and I'm renting a room or something aren't I?	1
6	A Mm. 'Can you make sure you leave it clean and tidy when	6
7	you move out?' Is that too ... or 'I'd appreciate it if you could	6
8	...' What do you reckon?	6
9	B Well I'm very bad at telling people that sort of thing.	20
10	A Mm.	20
11	B Specially if I don't know her.	20
12	A I think for me not knowing the person would make it easier.	1
13	'If you could clean up before you go that would be great'.	6
14	B Yeah. Rather than say 'Leave it clean and tidy'.	6
15	A Yes.	6
16	B You can't say 'Could you make sure it's ...'	6
17	A (laughter) What about 'If you could ... bla bla bla'	6
18	B I'd probably add it on. Having shown her how different	6P
19	things work ... 'Oh and if you could ...' as a sort of aside ...	6
20	as if I expect it ... I'm not really giving an order because I	11
21	expect her to do that, so I'm just ... it's just like a reminder.	11
22	'Cos I don't want to sound too like a landlady or something,	11
23	you know.	11
24	A Yes, yes.	11
25	B But as if I expect it anyway, but I don't want ...	11
26	A Yes. 'If you could' ... forgotten what I said now.	6
27	B Well you said ... would you say 'clean up', or 'clean it up'	6
28	or 'tidy it up'? Not using both the words but (xxx)	6
29	A Yes.	6
30	B I mean 'if you could' ...	6
31	A 'Tidy up'. 'If you could leave things neat and tidy'	6
32	B (Laughter) 'Leave it as you find it'. (Laughter)	6
33	A Yeah. It might be terribly dirty at the moment.	1
34	B (laughter)	1
35	A 'If you could leave things nice and clean'. Oh dear it's	6P
36	difficult. Uh ... I think I just said 'If you could clean up	6
37	before you move out', didn't I?	6
38	B So you're not assuming that she has to do weekly clean or a	12
39	whatever clean, but just before she goes. (Laughter)	12
40	A It's only a holiday.	12
41	B Yeah, so you just assume that before she leaves she'll ...	12
42	A 'Before you leave'.	6
43	B 'If you could clean up before you leave'.	6
44	A 'That'd be great'.	6
45	B 'That'd be great' yeah.	6
46	A Yes I like that.	21
47	B 'That'd be great'.	6

48	A Are you thinking of something else?	6P
49	B Well I'd probably ... as an end of thing, you know, 'Is that	6
50	okay?'	6
51	A Do you have to ... that actually emphasizes it a bit.	6P
52	B Do you think so?	21
53	A Yes, but that could be quite good.	21
54	B Maybe not 'Is that okay?'	21
55	A That could draw attention to it. Which could be useful.	21
56	B As if there could be the okay about that but it could be about	21
57	anything else that I've said before.	21
58	A So just 'Okay?' maybe.	6
59	B Yeah.	21
60	A Yes, yes I think that's a good idea. Yes, yeah.	21

EN2 B1 – 3 Retrospective interview

Line	Protocol	Code
01	R Okay, can I just ... it's the same question really as before.	
02	It's just to ask you what were you thinking about at the time	
03	when you were sort of deciding you know which forms,	
04	what choices to make in your responses? What kind of ...	
05	A Well in B1 the waiter knows what he's supposed to	7
06	provide you with so you don't really need to explain very	7
07	much.	7
08	R Right, so it's an obligation.	7
09	A Yeah.	7
10	B With the children we should really have the right to tell	7
11	them but cultural factors, what do you think it is that inhibits	7
12	us?	7
13	A Yes, social factors.	7
14	R Yes, you said things have changed, one of you said things	
15	have changed. You talked about you know being in a train	
16	car and asking someone not to smoke.	
17	A I would just not dare to do that now because I'd be	7
18	worried about repercussions.	7
19	R You might have done years ago.	
20	A I did do it years ago yeah. Yeah.	7
21	R Okay.	7
22	B Expecting people to follow the rules but nowadays you	7
23	don't.	7
24	R And in the library you had quite a lot of talk about the	
25	situation and you know how old are the children for	
26	example, which part of the library you're in. Was there	
27	anything else that you were (xxx)	
28	A Well making a noise is what made it a bit difficult	2
29	because it was very hard to know what kind of noise they	2
30	were making and how objectionable it was.	2
31	R Right okay.	
32	A But then I suppose in a way the noisier they were the	7
33	more intimidated I'd be about saying something.	7

EN2 Verbal Report
C1 Extension

Line		Code
01	A Oh no (laughter) right. We should be good at asking for	10
02	extensions (laughter)	10
03	B I just don't ask any more (laughter) I don't think we have to.	10
04	A Um right. Mm.	10
05	B So we have to imagine that we're already set for a date and we	15
06	basically want to ...	15
07	A A seminar paper would be a presentation I assume.	5
08	B Or maybe several people giving a seminar or maybe one or	5
09	two, two or three in a group. If that was the case it would mean	5
10	disrupting other people as well wouldn't it?	5
11	A That's what I'm thinking yes. Well shall we assume that it's	5
12	not? It's just us.	5
13	B It's just us.	5
14	R It's an individual.	5
15	B Individual okay.	5
16	A Okay. 'Hello'.	6
17	B Do you think you'd always say 'Hello'?	21
18	A Yes definitely. Well I would because I suppose because I	21
19	don't come into the department that often.	21
20	B But we're supposed to know this person quite well. Let's	1
21	imagine it's X.	1
22	A For a year, in a small group for a year. Okay. Supposing	1
23	we've just had a session or something. 'Can I just have a word	6
24	about my ...'	6
25	B I might just go straight in. Not asking straight away for the	6P
26	extension, but 'You know the seminar paper I'm supposed to be	6
27	doing ...'	6
28	A 'I'm supposed to be doing' (laughter) that's a good one.	21
29	B It's like the essay yeah that I'm supposed to be handing in.	21
30	A 'Supposed to be in'. 'That' or 'the'? 'The'	21
31	B Yeah probably 'the'.	21
32	A 'Supposed to be giving' 'Giving'? Yes 'giving'. 'on ..	21
33	B Whatever date. Or in one week, two weeks' time?	6
34	A 'On the 29 th ' 'I'm having a bit of trouble with it'.	6
35	B Well it's probably not just because of the struggle with that	21
36	it's because of other ... being busy with work and other things.	21
37	A Yes. Or 'I'm in a bit of a crisis'?	6
38	B (laughter) I suppose it could be trouble with it as long as you	21
39	go on to say ...	21
40	A 'I'm having a bit of trouble getting it finished', or something.	6
41	B And then I'd give some general reason. 'Cos I've taken on	6P
42	extra classes' or 'started a new job'.	6P
43	A Oh yes right. 'Haven't had time to do all the reading yet'.	6
44	'I'm in the middle of marking exam papers' (laughter) Yes?	6
45	B Well something like that but I'd give a reason.	6P
46	A Yes okay.	6P
47	B 'I'm in the middle of marking exam ...' oh that's enough if	6

48	... how long does that take? Marking exam papers?	6P
49	A A week. You mean then as soon as the week was up you'd	6P
50	have no more excuse. (Laughter) 'I've just started a new	6
51	teaching job then'. All right.	6
52	B Well I would say what it was, I mean I wouldn't make	6P
53	something up.	6P
54	A No. No, no.	6P
55	B But I'd definitely have to put in what it was.	6P
56	A Oh yes. Uh ... 'I've just started a new teaching job and ...'	6
57	B Something about not getting round to doing enough reading.	6P
58	A 'And I can't fit in all the reading for ...'	6
59	B Or 'I can't find the time to get the reading done at the	6
60	moment'.	6
61	A No we haven't even asked for the extension yet.	6P
62	B (laughter)	
63	A Procrastination at the moment.	
64	B Do you think we'd get it in earlier? 'Do you think I could	6
65	postpone it?'	6
66	A Mm. 'I was wondering if I could have an ...'	6
67	B By now the poor lecturer's 'Here we go!' (laughter)	12
68	A Yeah. 'I was wondering if I could have an extension' Right	6
69	here ... 'You know the seminar I'm supposed to be giving on	6
70	29 th ? I was wondering if I could have an extension ...	6
71	B Is it an extension?	21
72	A ... for a few days'. Yes.	21
73	B It means changing the dates probably doesn't it?	21
74	A 'I was wondering if we could change the date'. 'I was	6
75	wondering if you'd mind changing the date?' 'If we could	6
76	possibly change the date'	6
77	B 'I was wondering if we could possibly change the date'.	6
78	A We rather than you?	21
79	B 'If we could possibly change the ...'	6
80	A Yes I'd say we. Probably shouldn't do, but ...	21
81	B 'if we could possibly ...	6
82	A ... change the date'. And probably here you would get some	3
83	kind of response actually from the ...	3
84	B From the lecturer.	3
85	A So actually all the rest of what we've written isn't really	3
86	necessary any more because we just have to ask for the extra	3
87	time.	3
88	B But it might be.	3
89	A Yes, that's true.	3
90	B I mean it might come in a bit later in the conversation but I	3
91	think ...	3
92	A Yes. You would definitely want to explain.	6P
93	B Yes. Otherwise it just seems you're being lazy and haven't	6P
94	got round to it.	6P
95	A Mm, mm. xxx change the date.	6P
96	B 'So would sometime mid ...', no 'Would the middle of ...'	6
97	Would you suggest the date there or would you let them ... I	6P
98	think it depends more on the lecturer doesn't it? Because you're	6P

99	upsetting probably the whole programme that's been ...	6P
100	A Yeah. Or 'I was wondering if there was any chance of	6
101	changing the date?' is that more ...	21
102	B Uhuh, yeah.	21
103	A Is that better?	21
104	B I'd probably put her name in here.	21
105	A Oh right, not 'Hello' but just ... okay. 'X, you know the	6
106	seminar paper?'	6
107	B Mm.	21
108	A Right.	21
109	B I might say something xxx somewhere 'Oh would that be all	6
110	right?' I don't know whether it'd be there or after if we have to	6P
111	say all this bit.	6P
112	A Mm. 'Would that be okay?'	6
113	B Mm.	21
114	A You have to assume that somebody speaks at the end of that or	3
115	says something like 'What's the problem?'	3
116	B Or 'When do you think you'd be able to get it ready for?'	3
117	A Mm, mm.	3
118	B But I'd still want to put that in somewhere.	6P
119	A Yes, yeah, so we'll leave that.	6P
120	B Mm. That's more straight forward isn't it?	21
121	A Yeah.	21
122	B Do you think so?	21
123	A I'm not sure now.	21
124	B I'd much rather ask the lecturer than a student I don't know	1
125	very well who's definitely got it out because they're using it	1
126	presumably for the same essay as I am.	1
127	A Hang on, which one are we talking about now? Oh I'm still	15
128	talking about that one xxx	15
129	B I was on number 2.	15
130	A I'm just reading the bit 'I was wondering if there was any	21
131	chance of changing the date, would that be okay?'	21
132	B I think that's too informal, too direct.	21
133	A Yes. xxx	21
134	B (laughter) Go back to the other one.	23
135	A Maybe 'Would that be okay?' Sounds too presumptuous to	21
136	me. Maybe I would put that 'Would that be okay?' actually at	21
137	the end of all the excuses?	21
138	B Yeah. Well I thought it might come in there.	21
139	A Yes. Yes I think that sounds ...	21
140	B Because as you say, I think there would be a response after	3
141	that changing the date.	3
142	A Yes, but 'Would that be okay?' straight after changing the	21
143	date sounds a bit pushy to me.	21
144	B Mm. Yeah.	21

EN2 Verbal Report
C2 Book

Line	Protocol	Code
01	A Right. Oh right yes, I wouldn't hesitate here to ask. Let's call	20
02	her X for the sake of argument (laughter) um ... oh gosh.	15
03	B How do you start?	15
04	A Um ... I would say 'Sorry to bother you', or 'Have you got a	6
05	moment?' or 'Can I just ask you a question?' Which one?	6
06	B I did the other day, what did I say to her?	10
07	(laughter)	
08	B Um ... yeah something like 'Sorry to bother you'.	10
09	A 'Sorry to bother you'.	6
10	B Can we put her name as well?	6P
11	A Okay. 'Sorry to bother you' ...	6
12	B The thing is whether you ask first, you've got the situation	6P
13	first.	6P
14	A So let's assume that we know that she has the book.	1
15	B Well it says that yeah, we have to.	1
16	A Mm. 'I'm doing an assignment on language planning and I	6
17	know you recommended X by X, but it isn't in the library ...	6
18	B (laughter)	
19	A What do you think?	21
20	B Um ...	
21	A Or just cut it down a bit and say 'I was wondering if I could	6
22	borrow your copy of something for a couple of days'.	6
23	B Or just go in ... what's another? Like 'you know' ...	6
24	(laughter)	
25	A Oh yes 'you know'. 'You know that book ...' that's a bit ...	6
26	no. Um ... I have a very sort of limited number of stock polite	21
27	phrases I think. I think I say an awful lot 'I was wondering ...'	21
28	or 'Would you mind?'	21
29	B I think I'd probably start off saying something about the	6P
30	assignment.	6P
31	A Yes. 'I'm in the middle of an assignment ...'	6
32	B 'I'm in the middle of the assignment about ...' ... what does	6
33	she do? Something like teacher education or something?	
34	A Mm. 'And I've discovered that X isn't in the library and I've	6
35	just found out'.	6
36	B 'I think you've got a copy of it, do you think you could lend it	6
37	to me?'	6
38	A You know.	6P
39	B Yeah but even if I know I wouldn't ...	6P
40	A Even if you know you might ... that's true, it gives her them a	6P
41	chance to say no. That's true yes.	6P
42	B 'I think you said you have a copy of it'.	6
43	A 'Did you say you had a copy that you could lend out?'	6
44	'Didn't you say you had a copy?'	6
45	B I'd probably say 'I think you said'	6
46	A Okay. 'You mentioned'? 'said?'	6
47	B 'I think you said you had a copy'.	6

48	A 'Would there be any chance of borrowing it for a couple of	6
49	days?'	6
50	B I'd probably use 'think' again. Boring aren't I?	6P
51	A 'Do you think I could borrow it?' you mean?	6
52	B I mean written down it looks really terrible but I think that's	8
53	probably what I'd say.	8
54	A Yeah. 'I think you said you had a copy, do you think I could	6
55	borrow it for a couple of days?'	6
56	B Would you say that? Probably not? You'd use more xxx	21
57	A I probably wouldn't. It would be really strange if we both	21
58	said the same thing in every situation.	21
59	B But would you want to be more polite?	21
60	A Um ...	21
61	B 'I was wondering if ...	6
62	A It would depend how well I knew the lecturer. It does say that	1
63	you have a good working relationship.	1
64	B 'I think you said you had a copy, do you think I could borrow	6
65	it?'	6
66	A Yeah I think that sounds okay actually.	21
67	B Or 'Would it be all right if I borrowed it?' 'I think you said	6
68	you had a copy. Would it be all right if I borrowed it for a	6
69	couple of days?' 'Would it be all right if I borrowed it ...'	6
70	A Right okay.	21
71	B... for a couple of days?' Again, there'd probably be some	6
72	feedback half way through wouldn't there?	3
73	A Mm.	3
74	B She'd probably say 'Oh yes I've got one, have it' (laughter)	3
75	A Yes, yes. Or 'Sorry, I've stopped lending out my books'.	3
76	Mm (reading) You've missed the last bus home and you know	0
77	your lecturer's going your way ... so actually ... I mean in a	0
78	way with these situations the only way to avoid the artificiality	4
79	of the other person not reacting in the middle of the long speech	4
80	is probably in order to fulfill a task you actually need to say do	4
81	things not in the order you might naturally do them and to say	4
82	'Sorry to bother you but could I borrow your copy of X?' and	4
83	then explain why. And in fact once you have said 'Could I	4
84	borrow your copy of the book?' then that's the task completed.	4

EN2 Verbal Report
C3 Lift (2)

Line	Protocol	Code
01	B Mm. Well it's the same as this one. Where do we put the	15
02	explanation, the background, the reason.	15
03	A 'You've missed the last bus home and you know your	0
04	lecturer's going your way, ask her if she can take you home'.	0
05	B Sorry going back to this one again, I mean she would	3
06	probably say 'Oh no problem I'm just in my coffee break, come	3
07	in, how can I help you?' And so you would feel more at ease to	3
08	ask straight away.	3
09	A Yes, yes.	3
10	B But anyway. It's difficult.	23
11	A Yeah it is. Shall we leave it?	23
12	B Uhuh.	23
13	A As it is. Or ... I mean the only thing we could do for the	14
14	future tasks is actually just complete the task and not worry	14
15	about how the conversation goes on from there and whether we	14
16	actually ...	14
17	B But I think it's important to ... part of completing the task is	14
18	giving a reason.	14
19	A Yes. Well it is in a way.	14
20	B Cos I wouldn't just ... in a way it's strange that here in	21
21	number 1 where really it's our fault, we've put what we want	21
22	before giving the reason. We've sort of asked for the change of	21
23	date and then thought 'Well the reason can come in', whereas	21
24	here where it's not our fault about the book ... we're not asking	21
25	to borrow the book first although legitimately we could, but I	21
26	suppose it's because it's her book isn't it?	21
27	A That's true.	21
28	B She's got no obligation to lend it.	1
29	A No no.	1
30	B But at the same time it isn't our fault that the book isn't in the	1
31	library.	1
32	A Oh let's leave it shall we?	23
33	B(laughter)	
34	A So many different permutations. 'You've missed the last bus	0
35	home and you know your lecturer's going your way' ... gosh.	0
36	B Is that easier than asking for car after the supermarket?	
37	A Definitely mm.	
38	B (laughter)	
39	A I would ask again if they're going my way even if ...	6P
40	B Yes I would always ... yes find out, because even though you	6P
41	know they maybe live along your route it doesn't necessarily	6P
42	mean they're going there.	6P
43	A So ... 'You're not going to Clifton by any chance are you?'	6
44	B (laughter)	
45	A Would you say that?	21
46	B Um ...	21
47	A 'X' ...	6

48	B It does assume that the lecturer's ... I mean even though	21
49	she's not living there, she might not live there.	21
50	A I mean I don't know how I would ... I would have to know	3
51	that they just told me they were going home otherwise I	3
52	wouldn't know.	3
53	B So probably I'd 'Did you say you were going?'	6
54	A That's a good idea.	21
55	B Just to confirm it.	21
56	A Yes. Oh that's a great idea. 'Did you say you were going up	6
57	to Clifton?'	6
58	B Again, do we say straight away 'Could you give me a lift?	6
59	I've just realized I've missed the last bus'? Or do we say 'I've	6
60	missed the last bus ...'	6
61	A Mm. I'd say ask for the lift first. 'There isn't any chance of a	6
62	lift is there?'	6
63	B Or 'Do you think you could give me a lift?'	6
64	A 'Do you think you could give me a lift?'	6
65	B I don't think I'd say 'There isn't any chance ...' that's a bit	21
66	over-friendly.	21
67	A Do you think? To me 'Do you think you could give a lift?' is	21
68	too direct. Um ... 'I was wondering ...' (laughter) 'You	6
69	wouldn't mind giving me a lift would you?' That's probably just	21
70	as direct. No I wouldn't say 'I was wondering', in that situation,	21
71	because it's just occurring to me now. So ...	21
72	B But I sometimes still say that even if it's just occurring.	21
73	A Do you?	21
74	B Mm.	21
75	A No I prefer your suggestion there.	21
76	B What was that then?	21
77	A 'Do you think you could give me a lift?' Do you want to say	6
78	that? You would say that?	6
79	B If I added something else on afterwards yes. 'Because I just	6
80	realized I'd missed the last bus'	6
81	A Or 'drop me off'	6
82	B Oh yes, that sounds better. 'Cos you don't really expect door	21
83	to door service do you?	21
84	A No. 'Do you think you could drop me off in Regent Street?'	6
85	I still think that's too direct.	21
86	B I don't think I'd mention the street cos I don't know which	6P
87	way they're going.	6P
88	A Okay, that's true. 'Do you think you could drop me off?' No	6
89	that doesn't work does it? We haven't even ... I think 'give me	6
90	a lift'. I think that's too pushy.	21
91	B 'Do you think you could give me a lift because I realize I've	6
92	just missed the last bus'.	6
93	A So what was your alternative?	21
94	B Um ... 'What about a lift?' or something. That sounds even	21
95	more direct. It wasn't that was it?	21
96	A No definitely not.	21
97	B Something like that though.	21
98	A No no, no. 'There isn't any chance of a lift?' but there was	6

99	another version.	6
100	B That sounds even more ...	21
101	A Yeah.	21
102	B That sounds too direct.	21
103	A 'You wouldn't mind giving me a lift would you?' that's what	6
104	I'd say.	6
105	B That'd be okay.	21
106	A Shall I put that?	21
107	B But you're definitely expecting them to ...	21
108	A It's a bit pushy. It's more ...	21
109	B Because you 'you wouldn't mind' they can't really say they	21
110	do mind.	21
111	A Oh yes, mm. No I would say 'There isn't any chance of a	6
112	lift?'	6
113	B Which is quite open.	21
114	A Actually all of them are quite ...	21
115	B But it sounds quite ...	21
116	A Yeah. 'I don't suppose there's any chance you could give me	6
117	a lift?'	6
118	B 'Cos ...	6

EN2 C1 – 3 Retrospective interview

Line	Protocol	Code
01	R... about C1 to C3. There was quite a lot of discussion as you	
02	completed the tasks but in terms of what made it difficult or what	
03	you were considering at the time.	
04	A Well not having a concrete relationship in mind.	2
05	R Right.	
06	A I mean it would be impossible to set a task using a real life person	2
07	who both of us knew, so it's not possible. But if you were to say to	2
08	me 'What would you say to your aunt or your greengrocer?', and it's	2
09	somebody I really know, obviously that's always easier.	2
10	R So the situation in a way wasn't specific enough?	
11	A Well the degree of familiarity is ... it's difficult in a	1
12	lecturer/student relationship because while you have a good	1
13	relationship, there's still that inequality of status I think.	1
14	B But I still find that easier than that supermarket one, because I	2
15	could at least imagine it more.	2
16	A Yes, that's true.	2
17	R So easier than 'lift' number 1.	
18	A Yes, yes.	
19	B Yes, oh definitely.	
20	R Okay, okay, so do you want to move on to ...	

EN2 D1 Help

Line	Protocol	Code
01	A Right. (Reading) Oh right.	0
02	B Oh so what she would say?	
03	A Yes. Ah ... 'You don't need to earn any extra cash this	6
04	summer do you?' (laughter) Um ...	6
05	B Or 'I was wondering ...' (laughter) That's too formal.	21
06	A 'I was wondering'	6
07	B I'd put the name first. X or Y or ...	6P
08	A Okay. Y. 'Are you still looking for some extra work this	6
09	summer?'	6
10	B Yes. First of all I want to find out whether a) they have	6P
11	the time. I mean she's obviously assuming that you have	6P
12	got time.	6P
13	A Oh 'Are you looking for any extra work this summer?'	6
14	B But she's probably had reference from the friend or	1
15	something hasn't she? 'So and so told me that you might be	6
16	looking for some extra work'. I don't think the mother	6
17	would ...	6
18	A Yes. You'd have to assume ...	2
19	B Unless you're all sitting round the table with you, your	2
20	friend and the mother.	2
21	A You'd have to assume that the mother knew certain things	2
22	about you, like that you were prepared to do housework and	2
23	that you wanted extra work.	2
24	B Like it depends, is the conversation just between the	2
25	mother and you? Or is your friend, that person's daughter	2
26	say, there as well and the mother has just overheard the	2
27	conversation?	2
28	A Mm.	2
29	B Or she's part of it.	2
30	A Shall we just assume it's two people?	2
31	B Then I would probably say here 'X told me you might be	6
32	looking for ...' ... assuming you're my friend and she's	6
33	your mum ... 'You might be looking for some extra work'	6
34	A Oh instead of this?	6
35	B Instead of just 'Are you looking for ...'	6
36	A Right yeah.	6
37	B ... that she'd probably have reference to it so she	2
38	wouldn't be ... I mean who knows that ... she might not	2
39	know that I planned to be a) busy all summer or go on	2
40	holidays ...	2
41	A 'X told you might be looking for some extra work this	6
42	summer'	6
43	B 'I wonder if you'd be interested in ...' do you think?	6
44	A 'You wouldn't be interested in helping me out with some	6
45	housework?'	6
46	B '... a few hours a week'. How many hours do you think it	6
47	would be? Not much xxx	6
48	A 'interested' ...	6

49	B 'in helping me out ...'	6
50	A 'with some housework' ... 'for a couple of hours a week,	6
51	would you?'	6
52	B 'You wouldn't be interested in helping me out with some	6
53	housework would you?'	6
54	A 'would you?' ... and then we've got to bring the issue of	6
55	money in.	6
56	B But presumably again, there'd be some response wouldn't	3
57	there? Or there might be.	3
58	A 'It'd be good money' (laughter)	6
59	B Maybe here.	6P
60	A Perhaps the person might just go 'Mm'.	3
61	B After summer?	
62	A 'We could negotiate ...' ... no.	6
63	B 'It would be just a few hours a week'. Or do you think	6
64	she might want more hours? The thing is she might want ...	2
65	if you say it would be a few she may think well ...	3
66	A 'I only need a few hours a week'.	6
67	B 'Paid of course'. I mean if you're doing it for your	6
68	friend's mother like that. Depends how well you know the	1
69	mother. 'I'd pay you of course'. Because 'helping out' is a	6
70	bit ambiguous isn't it?	21
71	A Mm. 'I'd pay you of course'.	6
72	B At the ... what do you call it 'the running rate'.	6
73	A 'I'd pay you the going rate'	6
74	B 'Going rate' (laughter)	6
75	A 'Above the going rate'.	6
76	(laughter)	6
77	A 'I'd pay you the going rate of course'. Cos I suppose we	6
78	have to assume here that we are younger than we are in	9
79	reality. And we're probably 20 year old students. So that	9
80	would be probably not such an unusual way to speak, I don't	9
81	know.	9
82	B I imagine if I was talking to my children's friends	9
83	(laughter) 'I'd pay you the going rate of course'. Yeah I	21
84	think that would be okay.	21
85	A Mm. Or 'Of course I'd pay you the going rate'.	21
86	B I'd probably leave it like that.	21
87	A Okay.	21
88	B And I'd probably mention something like you know tea	6P
89	and coffee ... I don't know what you'd say. (laughter)	6P
90	A What?	6P
91	B To try and encourage them.	6P
92	A Oh I see. 'It wouldn't be hard. It would only be light	6
93	work'.	6
94	B 'Drinks included'.	6
95	(laughter)	6
96	A 'Are you interested?' Oh hang on, we've said interested.	21
97	But maybe you'd ... maybe you would repeat it.	21
98	B Mm.	21
99	A Would you repeat it in real dialogue?	21

100	B I mean there'd probably be some responses about how	3
101	many hours or ...	3
102	A So that's probably the end.	21
103	B That's probably enough.	21
104	A Yeah. (reading)	21

EN2 D2 Hospital

Line	Protocol	Code
01	B Gosh, she's lucky she can come to the door (laughter) if she's	
02	had a bad fall.	
03	A Oh gosh. Again, 'Can you help me?'	6
04	B We're probably going to make her explain a lot more than	6P
05	would be necessary in real life because if she's had a bad fall	6P
06	she's probably visibly shaken and more unsteady than usual.	6P
07	A Well she probably wouldn't say much. Wouldn't she just say	6P
08	something like ...	6P
09	B Cos it would be visible.	6P
10	A 'Can you help me? I've fallen over'. No what would you ...	6
11	B 'I've had a nasty fall'	6
12	A 'I've had a nasty fall.	6
13	B (laughter)	6
14	A Yes.	21
15	B 'Can you help me, Y, dear'.	6
16	A (laughter) Depends how much they know them. Sounds more	1
17	grandmotherly doesn't it? But then ... hang on, do we know	1
18	them? Well yes, presumably. But 'Y, dear' would be not if you	21
19	were in a panic, you wouldn't say that would you? 'Can you	21
20	help me?'	21
21	B 'Could you help me?' rather than 'Can you help me?'	21
22	A 'I've had a bad ...' ... 'nasty fall'.	6
23	B 'I've had a bit of a ...' They usually underestimate it don't	7
24	they?	7
25	A Yes that's true. 'I've had a bit of a fall'	7
26	B It's usually been pretty terrible.	7
27	A 'I've had a bit of a fall'. 'And I think I need a doctor'	6
28	B 'I've had a bit of a fall'.	6
29	A 'Cos I actually think that they would understate it.	7
30	B They do always, they don't realise how bad they are.	7
31	A Yeah.	7
32	B They probably don't think they need to go to a ... well	
33	although she does think she needs to go to the hospital.	
34	'Something's hurting' maybe or 'I can't ...' ... 'My leg's ...'	6
35	cos often in real life, even somebody fallen in the street they	
36	don't think they have to go anywhere.	
37	A 'I've had a bit of a fall and my leg's really hurting. I think I	6
38	need a doctor'. 'Cos I don't even think she'd say 'I need you to	21
39	take me to hospital'.	21
40	B I think they just want to be sat down and given a cup of tea or	5
41	something, that would be all right. And we would be the ones	5
42	offering ...	5
43	A To decide to go to the hospital.	5
44	B 'Come on I must take you to hospital'	5
45	A Yes.	5
46	B Or 'I must get you to the doctor's'	5
47	A Yes. 'Could you help me, I've had a bit of a fall ...'	6
48	B Cos I mean something similar happened and, as you say, they	7

49	don't think they need medical help.	7
50	A No. But actually saying ... just coming to the door is actually	7
51	their non- verbal way of asking for these things I think.	7
52	B And really you'd be expected to say ... well probably first of	3
53	all 'Come on, sit down'. 'Oh I must take you to the doctor' and	3
54	they would probably say 'No, I'll be all right'.	3
55	A Mm.	3
56	B But should we continue with the task anyway, I mean ... ask	14
57	to go to the hospital?	14
58	A Oh I sort of thought that it was finished.	14
59	B Yeah. Even though we don't think this would happen in real	14
60	life?	14
61	A Well I think she might say 'I think I need a doctor' but I think	14
62	that would be as far as she would go.	14
63	B Yes. I think she might not even say that. And it would be on	14
64	me to offer and probably push her to 'Come on, we must go'.	14
65	A Yes. So shall we leave that in brackets?	15
66	B Yeah okay.	15
67	A Or do you want to delete it?	15
68	B No I don't think we should because it says we've got to show	14
69	somehow that she does want to be taken. It's just that I think	14
70	often they don't actually say that. Shall we move onto 3?	14

EN2 D3 Police

Line	Protocol	Code
01	A Mm, yes. I was just looking with amusement at this one	10
02	actually. That kind of thing doesn't go on where I live.	10
03	B What goes on?	10
04	A That Police people ...	10
05	B Oh you don't see Police people.	10
06	A No you don't see them helping the local community. It's sort of	10
07	dog eat dog in many ways. (Laughter)	10
08	B Well let's pretend.	10
09	A Yes. I suppose it might happen in a village community.	10
10	B Yeah.	10
11	A Right. Wants you to move your car. 'Excuse me' ...	6
12	B Do you think she's knocked on your door? Probably. Because	2
13	you wouldn't be necessarily out there watching ...	2
14	A Oh yes, might do yes.	2
15	B 'Is this your car?' 'cos if it's outside you might not even know if	6
16	it's yours.	2
17	A Yes. So there's no legal obligation to move the car is there?	13
18	B No. And you might not like the neighbours.	13
19	A No.	13
20	B (Laughter) You might not want to collaborate.	13
21	A No.	13
22	B But as it's a Policewoman you probably will.	13
23	A Yes. 'I wonder if you'd mind moving it for a couple of hours?'	6
24	'I wonder if you'd mind moving it for me' ... 'for me'? No.	21
25	B 'I wonder if you'd mind moving it?'	6
26	A 'There's a removal van coming. Your neighbours ...' ...	6
27	B 'The neighbours are moving ...' ... do you think they're moving	6
28	out or in? Moving out.	6
29	A Mm.	6
30	B 'The neighbours are moving ...' ...	6
31	A 'The people next door' ... you wouldn't say 'the neighbours'	21
32	would you? Because they're not the Policewoman's neighbours.	7
33	B 'Your neighbours'.	6
34	A 'Your neighbours'. I still would say the ... wouldn't you say	6
35	'the people next door'?	6
36	B (Laughter) Might be. Or 'the people at number ...' ... yeah	6
37	because it's 'next door', they're probably next door.	6
38	A 'The people at number 10 are moving out and they're expecting	6
39	a removal van'.	6
40	B I'll put a 'please' in here though I think. 'I wonder if you'd	6
41	mind moving it please'. 'I wondered if you'd mind moving it'.	6
42	A 'I wonder if you'd mind moving it please'. That's a little bit	6
43	formal isn't it yes. 'And they're expecting a removal van'. 'I'd be	21
44	really grateful'. 'I'd be very grateful'. 'I'd be very grateful'?	6
45	B Uhuh.	3
46	A And if you say 'No' then the conversation could take another	3
47	turn.	3
48	(laughter)	3

49	B Because we do supposedly know her a bit don't we?	1
50	A Mm. That's true yes.	1
51	B Do you think she'd say 'Thanks' expecting that you're going to	6
52	do it anyway? 'I'd be very grateful'.	6
53	A 'I'd be very grateful'. She might do if she was a bustling type	6
54	yes. And I'm sure there'd be an element of expecting me to	7
55	comply with the request.	7
56	B Yes I don't think ... you couldn't really say no. Only if it's not	7
57	your car, but presumably she knows it is, she's just saying that to	7
58	me.	7
59	A Yes. Polite.	7
60	B Polite about it, yeah.	7
61	A Yeah, yes. So shall we stick with that?	

EN2 D1 – 3 retrospective interview

Line	Protocol	Code
01	R Okay, okay. Anything in particular that you've been thinking	
02	about during those three in terms of the constraints on the	
03	situation?	
04	A To me this seemed easier. I don't know why.	24
05	R D3?	24
06	B Or D in general.	24
07	A The whole of D actually, sorry yes. But it might be just	24
08	because we're paring the task down to the bare essentials a bit	24
09	more.	24
10	R Yes, you were talking about obligation I think earlier on.	
11	Actually in D3 you were talking about whether there was a need	
12	to collaborate or whether there was a legal obligation to move	
13	the car.	
14	A Well actually I suppose ... the Policewoman might not have	1
15	any power to make you move your car but in general people	1
16	assume that the Police can tell you to do whatever they want,	1
17	don't they? Or maybe one does have to do what the Police ... I	1
18	don't even know if you have to do what the Police tell you if it's	1
19	something like moving your car.	1
20	B But I would anyway. Yeah, I'm very law abiding (laughter)	1
21	A Yes I would as a fear of authority.	1
22	R So maybe that's what made you xxx	
23	A Yes, but I actually meant for all three of them, not particularly	1
24	D3.	1
25	R Oh right, they were all xxx okay.	
26	A I think with D2 there's a definite feeling that that person	1
27	would not say too much and not expect too much.	1
28	B Yeah.	
29	R But you were comfortable with the situation where you?	
30	B Well not for her asking to be taken, I don't think she would.	4
31	R Right.	
32	B It'd probably be me having to offer. Just to be taken back and	5
33	given a cup of tea.	5
34	A Or maybe it would kind of be worked out in a conversation	3
35	that they needed to go to hospital, but I just doubt that they	3
36	would initially mention that they wanted to go to hospital unless	3
37	...	
38	R xxx as an initial request.	
39	A Yes, yes.	3
40	R Okay. So you think that may be embedded in a ...	3
41	A In a discussion.	3
42	B Might come out later.	3
43	A Unless perhaps they'd been taken in regularly before by their	3
44	neighbours and it was you know a regular event.	3

EN2 E1 Notes

Line	Protocol	Code
01	C Okay, okay. Um ... cases E1 to E3.	
02	A Asking for their notes.	
03	B We've done that before. (Laughter)	10
04	A We've done this before yes. 'Were you at the lectures?'	10
05	B Yes 'X, did you go to the lecture xxx'	6
06	A Or 'Were you at X's lecture yesterday?' Uh ... 'There isn't	6
07	any chance I could borrow your notes is there?'	6
08	B (Laughter) You want to get that in somewhere don't you?	21
09	(laughter)	21
10	A Yes, I do, I do, yes.	21
11	B Whereas I would say 'Do you think ...?' again.(laughter)	6
12	A 'Do you think I could borrow your notes?' Yes.	6
13	B Obviously got our set phrases.	21
14	A Yes. Um ... I wouldn't even wait for an answer actually. I	14
15	mean in reality I might not even wait for an answer to that	14
16	question.	14
17	B But also in reality one of us ... the person might say 'Do	14
18	you want to borrow my notes?' without you having to say it.	14
19	A Yes.	14
20	B Though you maybe have to say it xxx	14
21	A So just 'Do you think I could borrow your notes?' 'Do you	6
22	think I could have a look at your notes?'	6
23	B 'Do you think I could borrow your notes?'	6
4	A 'For a couple of days?' 'For 10 minutes?'	6
25	B No 'cos maybe ... 'Do you think I could borrow your	6
26	notes?' ... then it would depend how it continues, cos you	3
27	might say 'Oh bring them next week' or I can say 'I'll just go	3
28	and photocopy them. Have you got 10 minutes, 5 minutes'	3
29	A 'Do you think I could borrow your notes?' Yes.	6
30	BI mean that's just the basic isn't it?	21
31	A That would be with somebody I knew pretty well. Mm.	1
32	B If it was someone I knew less well I probably would	1
33	mention 'Do you think I could borrow your notes? Shall I	6
34	photocopy them now and ...' you know, want to return them	6
35	as soon as possible.	6
36	A 'If I could just photocopy them that would be great' or	6
37	something. Shall I put that down?	6
38	B Yeah. And then you might say 'Oh bring them back next	3
39	week, I won't need them before then'.	3
40	A Mm.	3
41	B Or you might say 'And there were some handouts too, have	3
42	them'	3
43	(Laughter)	

EN2 E2 Kitchen

Line	Protocol	Code
01	A (reading) A kitchen where there's a student who's left it	0
02	dirty ... oh gosh.	0
03	B Not again! (laughter)	10
04	A Oh I hate this sort of thing.	10
05	B We're not good at telling people what to do are we?	
06	(laughter)	
07	A But I would say something. Oh ... would you not say	20
08	anything? Would you just clean up?	20
09	B Um ... I would probably use me 'There isn't any	6
10	chance' again.	6
11	(laughter)	
12	B Or 'Is there any chance?' I mean I might clean up if it	6
13	was the first time.	6
14	A Shall I write that down?	15
15	B xxx	15
16	A I'll just put that in brackets. Yes you're right actually	15
17	yes.	15
18	B But the situation probably is that it's not the first time.	2
19	A No.	2
20	B And that maybe he doesn't or she doesn't always leave	2
21	it dirty and untidy but it just happens to have been this	2
22	time.	2
23	A You wouldn't think of some reason why it needed	7
24	cleaning would you?	7
25	B No I'd probably make reference to the reason that they	7
26	might have left it dirty and untidy. Maybe they had lots of	7
27	people round, maybe they were late back. Sort of giving	7
28	them a reason, just in case there wasn't one so that they	7
29	can hang onto it.	7
30	A How do you mean? Like ... What do you mean saying	7
31	something like ...	7
32	B 'Did you have a lot of people round last ...?'	6
33	A 'Did you have a lot of people round last night?' Oh	6
34	you're so polite.	21
35	B (laughter) 'You were really late last night weren't you?'	6
36	as if suggesting that I possibly heard it.	7
37	A Mm. 'You had a lot of people round last night didn't	6
38	you?'	6
39	B (laughter)	6
40	A Yes?	6
41	B Or 'You were really late'.	6
42	A 'You were really late'. Up? In?	21
43	B Back.	6
44	A 'You were really late'.	6
45	B Or up, yeah, maybe 'cooking and having people round	6
46	for' ...	6
47	A 'You were up really late last night ...	6
48	B And how did we get onto the ...	

49	A ... weren't you?' 'I can tell by the mess in the	6
50	kitchen'	6
51	(laughter)	6
52	B How do we get round to telling him to do it though	15
53	that's the trouble. (laughter)	15
54	A Yes, I think you're going about this in a really really	21
55	contorted way.	21
56	B (laughter) Still got to say 'This is a mess. Clean it'.	6
57	A 'You didn't have time to wash up last night did you?'	6
58	B (laughter) Stating the obvious. Yes.	21
59	A Oh dear, dear, dear. I would be much more direct	21
60	myself.	21
61	B How would you do it? Because I'm hopeless at being	21
62	direct. I'm too accommodating.	21
63	A I would say 'Sorry to be a nuisance', or something very	6
64	pathetic like that, 'Sorry to be a nuisance, but I've got to	6
65	cook dinner tonight and the kitchen's in such a mess I	6
66	can't use the sink' or something like that. What do you	6
67	think?	6
68	B Well that's giving a specific reason which is easier than	21
69	just saying 'Because I can't stand it being a mess' and	21
70	giving a reason for it. Which pushes the other person to	21
71	do it.	21
72	A 'But I've got people coming round tonight and I really	6
73	need to use the kitchen'. But what if you didn't have?	6
74	Okay.	6
75	B I would find it difficult to say 'Clean it up' if there's no	21
76	specific outside reason.	21
77	A Unless you'd lost patience over the months or	1
78	something. Yes. Uh ...	1
79	B You'll be quite sorry to be a nuisance.	1
80	A Mm, I know ...	1
81	B (laughter)	1
82	A That's terribly terribly unaggressive isn't it?	21
83	B We still haven't said 'Clean it'. I mean someone who's	21
84	decent would take the cue from that 'Don't worry, I'll	3
85	clean it up'.	3
86	A 'Can you get' ... uh ...	6
87	B But do we actually have to say it do you think?	21
88	A 'Could you clean up those things?' 'Do you think you	6
89	could clean up those things?' 'Do you think you could do	6
90	your washing up?'	6
91	B It just stating the obvious isn't it? I just don't know	21
92	whether you'd have to.	21
93	A Mm. I think you might. If the person was thick enough	21
94	to have left things anyway. 'Do you think you could do	6
95	all that washing up?' Or ... 'Do you think you could get	6
96	the washing up done before the end of the day?'	6
97	B It's not just the washing up though, it's the whole ...	21
98	A Oh right. 'Do you think you could get the kitchen	6
99	cleaned up?'	6

100	B He'll do the washing up and leave the cooker in a mess	
101	and everything else all over the place.	
102	A 'Do you think you could get the kitchen cleaned up?'	6
103	B 'Can you get it cleaned up?' ... are you going to give a	21
104	time limit? (laughter)	21
105	A No.	21
106	B 'Can you clean it up?' ... that would include everything,	6
107	the tidying and the washing up.	6
108	A 'Can you clean it up?' ... 'Could you clean it up?'	6
109	'Would you mind cleaning it up?'	6
110	B 'I've got people coming round tonight and I really need	6
111	to use the kitchen'. xxx	6
112	A 'Could you clean it up?' Not 'things', 'it'. 'Clean it	6
113	up'. 'Before you go out'.	6
114	B Yeah. (laughter)	21
115	A Sounds a bit less abrupt then doesn't it? Yes.	21
116	B That's the trouble. Yeah because normally I would	3
117	expect someone to say something after ... 'I really want to	3
118	use the kitchen', but maybe you do have to spell it out.	3
119	A Yes. 'Could you clean it up before you go out?' ...	6
120	unless you just say ... don't forget it's different isn't it	6
121	with students, they don't necessarily see what we would	1
122	consider as obvious in terms of cleaning.	1

EN2 E3 Party

Line	Protocol	Code
01	A 'Oh I really don't think I can manage all this food' ...	6
02	B 'You know we've got ...' ... 'cos we're sharing the party	6
03	aren't we?	6
04	A Yeah. Yeah. 'You know this party we're doing?'	6
05	B (laughter)	6
06	A 'this party we're having' ... 'I'm really worried about the	6
07	catering' ... 'I'm really worried about the cooking' ...	6
08	B 'Because everyone can come' (laughter)	6
09	A 'I'm really worried about the cooking 'cos I'm such a	6
10	disaster in the kitchen'. Yes? No.	6
11	B But presumably you were both going to share the cooking	2
12	weren't you? You weren't going to do it alone if it was a	2
13	joint party?	2
14	A Mm. 'about getting the cooking done when I'll be out at	6
15	the supermar-...	6
16	B... with the cooking anyway.	2
17	A Mm. 'I think you'd be much better at it than I would'.	6
18	B Yes, but then you have to offer to do other things.	6P
19	A Mm.	6P
20	B Like all the shopping and the washing up or something,	6P
21	the clearing up afterwards.	6P
22	A Yeah. Hang on, I'll just write this down and we can see	15
23	what we think of it. 'What if I organised the drinks and the	6
24	music?'	6
25	B (laughter)	
26	A Sounds like a bad deal actually.	
27	B And getting it ready, organising it beforehand.	
28	A Yes. 'If I organise everything else'.	6
29	B 'And wash up for you'.	6
30	A 'And do the washing up'. 'And clear up afterwards'.	6
31	B Mm.	6
32	A 'Do you think ...'	6
33	(laughter)	
34	B 'There isn't any chance ...?' 'Would you fancy doing the	6
35	cooking?' 'Would you mind doing ...?' Do you think	6
36	'Would you mind?' or 'Would you fancy?'	6
37	A I think 'Would you mind?' might be a bit pushy.	21
38	B Well she might not fancy it just cos she's a good cook.	12
39	A But you've got to make it sound like a nice idea for them.	12
40	B (laughter) 'If I organise everything else and clear up	6
41	afterwards'	6
42	A 'Would you fancy taking charge of the food?' No, cos	21
43	we've got to ask her to do ... 'Would you fancy getting the	6
44	food ready?'	6
45	B 'Would you be able to ...?' I don't think I'd say 'fancy'.	21
46	A You wouldn't?	21
47	B No.	21
48	A All right. (laughter) Another expression of yours I think.	21

49	B Yes. I'm not going to use.	21
50	A 'Is there any chance you could do the food?' You don't	6
51	want to do that either do you?	21
52	B Well put that one.	21
53	A No seriously.	21
54	B Well write it down then we'll look at it.	21
55	A Okay. 'Is there any chance you could do all the food?'	6
56	What do you think?	21
57	B 'I'm really worried about the cooking. I think you'd be	6
58	much better at it than I would' or 'than me'. Unless you put	6
59	'Is there any chance you could do the food?' but then you'd	6
60	still have to put that in wouldn't you? It's changing the	21
61	order of that bit there.	21
62	A Oh I see.	21
63	B Is there any chance you could do the food?	6
64	A I think you should put your part, the reward before the ...	6P
65	B 'Any chance you could do the food?'. Any more flattery?	6
66	A Oh right. 'You're such a good cook'. 'You're such a	6
67	brilliant cook'	6
68	B Yeah.	21
69	A Yes, good idea. Yes?	21
70	B Yes well something similar to that yes, but that's the idea.	21
71	A 'Great cook', 'great' maybe.	6
72	B Yeah. Or some special dishes that she does, but then we	6P
73	don't have to mention those, just the idea.	6P
74	A Yes, okay. So that's the end of E in that case.	
75		

EN2 E1 – 3 retrospective interview

Line	Protocol	Code
01	R Is there anything else you wanted to say about any of those	
02	situations? What you were thinking about, what you were	
03	considering at the time?	
04	B We're just bad at giving orders aren't we? Telling people to	24
05	do things. I mean if they don't want to things. (Laughter)	24
06	A Well the only one I have trouble with actually so far, the	24
07	only one I've had difficulty with is the children in the library.	24
08	B No but this would be difficult for me as well, the kitchen	24
09	one.	24
10	R Oh yes in that one in fact A you said 'Oh you're so polite',	
11	you sort of commented on B's ...	
12	A Oh the kitchen one.	
13	R Yes.	
14	A Yes. I mean I would actually ... in that kind of situation I	6P
15	would find it difficult ... I wouldn't find it easy but I'd	6P
16	actually probably be quite angry and I definitely would say	6P
17	something more direct. But that's ...	6P
18	R So would you be more direct in E2 in the kitchen when ...	
19	B But you suggested this 'Sorry to be a nuisance' didn't you?	6P
20	Which is ...	6P
21	A I might preface the whole thing with some conciliatory	6P
22	platitude like that.	6P
23	B (laughter)	
24	A But I would then quickly get to the point yes.	
25	R And you asked in E3 in the party, you asked about whether	
26	you should put the reward before the request. Would that	
27	make a difference?	
28	A Well we did actually.	
29	B We did put it before the ...	
30	A 'If I organise everything else and clear up afterwards'. And	6
31	then 'Can you do this?'	6
32	R Okay.	
33	A But I think it depends so much on the kind of relationship	1
34	that you have with someone. I mean I don't think I'd	1
35	necessarily sort of ... because that just sounds like a kind of	1
36	bargaining situation and I wouldn't necessarily have that kind	1
37	of relationship with a friend in reality.	1
38	R Okay.	
39	A Right.	

EN2 F1 Bus

Line	Protocol	Code
01	A I would just say 'Can I sit in that seat please?'	6
02	B So you wouldn't ask the student to move?	20
03	A No. No. I don't think that's the done thing.	20
04	B No I wouldn't either.	20
05	A So that's it. 'Can I sit in that seat please?'	6
06	B I probably wouldn't say 'sit in that seat', I'd probably say	21
07	'Can I ...	6
08	A ... sit there'	6
09	B I don't know 'Can I get in?'	6
10	A Actually this is the sort of situation that really varies	18
11	culturally. Sort of habits of how to sit down on buses. Cos I	18
12	think in Britain it's actually considered quite impolite to sit on	18
13	the outside seat, whereas in Austria for example especially if	18
14	you're not travelling far then you sit on the outside and it's	18
15	considered rude to sit on the inside if you're about to get off.	18
16	B Yeah because then you have to be a nuisance.	18
17	A Yeah. But the rules in England are quite different aren't they?	18
18	B Mm	18
19	A And I don't think you would actually ask somebody to move.	20
20	B No. I would just say 'Can I get in there?' I don't think I'd	6
21	mention 'sit' or 'seat'	6
22	A 'Can I get in there?' Mm.	6
23	B And hopefully they would move.	6
24	A 'Please'?	6
25	B 'Can I get in there please?' and if it's too much bother I'd	6
26	expect them to move and let me have the outside one.	12
27	A So asking to take empty seat.	12
28	B But it does say that we have to climb over the student to reach	15
29	it so ...	15
30	A So but 'Can I get in there' implies that ...	12
31	B They're going to have to move.	12
32	A ... they're going to have to move. Yes.	12
33	B Either stand up to let me in or move over to that window seat	12
34	and let me sit on the outside one.	12
35	A Mm.	12
36	B But you wouldn't say that.	21
37	A No. No.	21
38	B (Laughter) Of course not.	21
39	A Either do this or do that.	21
40	B Would you say that? Something like that.	21
41	A I would say 'Can I ...' ... oh I thought of something just now.	6
42	B You said 'sit down there' or something.	6
43	A 'Can I sit there please?' I'd be quite direct I think. I definitely	11
44	wouldn't say 'could'.	11
45	B Yeah I said 'can' didn't I?	11
46	A Yeah. Yes I'd say 'Can I sit there please?' or 'Can I sit	6
47	down?' So similar thing.	6

EN2 F2 Money

Line	Protocol	Code
01	B Number 2.	
02	A Mm. Oh gosh I just wouldn't ...	20
03	B I wouldn't either.	20
04	A No.	20
05	B (laughter)	20
06	A No way. But it's probably a lot to do with the fact that	7
07	we're older now.	7
08	B Well for me it's not knowing that person.	7
09	A But then ... if I'd been a student no I wouldn't ask	7
10	somebody I didn't know. I'd never expect them to lend	7
11	me money. No.	7
12	B Just go with no lunch. (Laughter)	7

EN2 F3 Music

Line	Protocol	Code
01	A Oh gosh. This is an occasion where I've been really	11
02	assertive	11
03	B Sounds like stuff from the course book (laughter)	4
04	A Oh gosh. 'Do you know what time it is?' That's the first	6
05	thing I'd say.	6
06	B (laughter)	
07	A Assuming ...	1
08	B Are you imagining you're a young student? (laughter)	1
09	A Oh I've always hated noise, I've always hated noise when	1
10	I'm trying to sleep. I think it's so inconsiderate. But probably	1
11	when I was a student I wouldn't have had the confidence to	1
12	assert myself. I probably just would have stayed awake half	1
13	the night and then had a nervous breakdown xxx so	1
14	B It doesn't say this is continuing though does it? It might be	2
15	just a one-off.	2
16	A No. Maybe if it's not happened before, maybe I'd just say	6
17	'Would you mind turning your music down'. If it were very	6
18	very loud I would probably explode but ...	6
19	B I don't think I'd explode.	6
20	A Well I'm sure that xxx	6
21	B (laughter) explode.	6
22	A Maybe we won't be able to agree on this one.	15
23	B Nearby, say the next room.	2
24	A Not even next room.	2
25	B If it's just a one off I might not say anything.	2
26	A Shall I write that down as a possibility?	15
27	B Well what do you think? Would you always say	20
28	something?	20
29	A Oh gosh yes, yes.	20
30	B Whether it makes it easier or more difficult the fact that I	1
31	don't know them.	1
32	A Mm ...	1
33	B It might make it easier for me I think if I wanted to go and	1
34	say something.	1
35	A If you did know them?	1
36	B No not knowing them.	1
37	A Well shall we make certain assumptions about the situation	2
38	so we know where we're coming from?	2
39	B Well it's not the next door room is it?	2
40	A And let's say it's not happened before. So in that case you	2
41	probably wouldn't say anything.	20
42	B (laughter)	20
43	A But let's assume you've been trying to go to sleep for a long	2
44	time.	2
45	B Uhuh. What's your favourite expression?	
46	A 'Is there any chance'? No I wouldn't be so hesitant. No I	6
47	wouldn't want to defer to the person xxx. But I'm very much	11
48	talking from the point of view of not being a student. But on	9

49	the other hand, if it happens in the house I live in now, just cos	1
50	the person's older than me doesn't make me more polite. Um	1
51	... I think it does depend on how extreme it is. Because in the	1
52	past I've lost my temper when music was just phenomenally	1
53	unbelievably loud at 2 in the morning, so that it was perfectly	1
54	obvious that it was really unreasonable.	1
55	B xxx	1
56	A Yes. But in this situation it's probably quite that extreme is	2
57	it?	2
58	B It doesn't say what time it is.	2
59	A So okay, shall we assume it's 3 in the morning and you've	2
60	been trying to sleep for 3 hours.	2
61	B Right, so it is more unreasonable yeah.	2
62	A Um, 'Sorry to bother you ...' or just 'Would you mind	6
63	turning your music down?' 'Hello ...'	6
64	B So you're being quite polite about it?	21
65	A Well, my tone would be different from 'Would you mind	16
66	giving me a lift home from the supermarket?', the tone makes	16
67	quite a difference doesn't it? I would say 'Would you mind	16
68	turning the music down?' in a very insistent tone I think.	16
69	What would you do?	
70	B 'Do you think you could ...' (laughter)	6
71	A 'Do you think you could turn the music down?' Yeah.	6
72	B I mean obviously I think they can. But I'd probably say	11
73	'music down a bit' so I'm not inferring that they have to turn it	6
74	off. But if they would turn it off it'd be better.	6
75	A 'Down a bit'.	6
76	B 'I just can't get to sleep'. Would you say something like	6
77	that or not?	6
78	A Yes.	6
79	B How angry would you be? 'I've been trying to get to sleep	13
80	for the last 3 hours'.	13
81	A I would say 'I've been trying to get to sleep for 3 hours'.	6
82	'There are people trying to sleep here you know'.	6
83	B Yeah. 'Not just me'.	6
84	A Mm. What do you think? 'It is the middle of the night'.	6
85	No.	6
86	B 'It's 3 o'clock in the morning'.	6
87	A 'Did you know it's 3 o'clock in the morning'.	6
88	B 'Do you think you could turn the music down?'	6
89	A 'Some people have to get up in the morning'	6
90	B (laughter)	
91	A Would you say that? Or maybe just 'I've been trying to	6
92	sleep for 3 hours and I have to get up early' or something.	6
93	B Yeah, mm.	6
94	A Yeah? Would you say 'please'?	6
95	B Might do. 'I've been trying to get to sleep'.	6
96	A What do you think about that?	21
97	B I mean we're blaming our having to get up early rather than	7
98	the person who's being unreasonable aren't we? We're not	7
99	saying ... but that's the sort of thing I would say. I find it very	7

100	hard to say to people 'You're being unreasonable'.	7
101	A Well I wouldn't actually say that myself. And I think in a	7
102	lot of these situations we're sort of giving excuses for things	7
103	and I actually wouldn't do that. Cos I sort of try to be more	7
104	sort of less convoluted. I sort of make a deliberate effort to	7
105	communicate in a less conventional way I think, but I think	7
106	it's typical that one would say that kind of thing. And it might	7
107	actually lead to a better result than my more direct approach.	7
108	B Whereas I would tend to give a reason rather than blame the	7
109	person. Though often really I think they are to blame, but I	7
110	don't tell them that. I find it very difficult to be direct and tell	7
111	people.	7
112	A But you might well get a better result that way.	7
113	B From being direct?	7
114	A From not being direct.	7
115	B Well some people might say it's hypocritical.	7
116	A (laughter) It's a really interesting issue though.	7.
117	B Cos I don't want the other person to lose face so I try and ...	7
118	A No. Which you don't.	7
119	B ... make the faults or the reasons are in me. That for some	7
120	reason I need a clean kitchen, for some reason I need sleep,	7
121	whereas I think really it's obvious that the kitchen should be	7
122	clean and that people should be able to sleep. But I make it	7
123	sound as if it's something exceptional for some reason I need a	7
124	clean kitchen. (laughter)	7
125	A Yes. But it's the British way of doing things isn't it? And	18
126	in a way it sort of goes against the grain the effect of all this	18
127	communication. But if with a stranger you sort of tried to	7
128	apply sort of modern communication techniques it doesn't	7
129	always bring a good result. It would be different if perhaps	7
130	you had an ongoing relationship with your neighbour or with	7
131	anybody and you knew them better. But with a stranger ...	7
132	B No but I would still find it difficult I think if they told me	7
133	things directly. I expect the same treatment I think (laughter)	7
134	A Oh that's a good point, yeah. Well it is the way our society	18
135	works.	18
136	B Because then I think the other person isn't considering my	7
137	feelings. They're being blunt. Whereas I'm considering their	7
138	feelings all the time, but they don't consider mine.	7
139	A Yeah.	7
140	B We're getting into a different ...	7
141	A Yes, not but I mean it sort of underpins the whole ...	7
142	everything that we've done, doesn't it? Yes. I mean in a way	7
143	we've sort of responded to all of these in a very conventional	7
144	way. Maybe even in an old fashioned way, I don't know.	7
145	B(laughter)	

EN3 Verbal Report
Practice Session

Line	Protocol	Code
01	A Well I suppose to start off with I would ask if I could	6P
02	just have a quick look in the book and see if I do really	6P
03	really need it.	6P
04	B It might have been recommended but it might only be 2	20
05	pages that's relevant to what you need.	20
06	A That's the thing. And then you could photocopy the bits	20
07	that you need.	20
08	B I think I'd xxx key book xxx I mean if it's short term	20
09	loan, if it's a 3 hour loan, if they're about to take it out for	20
10	3 hours you could come back xxx	20
11	A Yeah. And then borrow it then. And if was a book that	20
12	I really really needed I suppose it would depend on their	20
13	reaction really. But I assume that if they're taking the	20
14	book out that they need it as well, so I would probably see	20
15	if I could get the book from somewhere else. A lecturer or	20
16	another library or ...	20
17	B So you may not approach them at all?	20
18	A I would probably approach them to have a quick look in	20
19	the book just to see if it was what I really ...	20
20	B That's what I meant	20
21	A Yeah. To see if it was what I really needed. And then	20
22	see if there was something that I could just photocopy out	20
23	of it as opposed to taking the whole book. What would	20
24	you do?	20
25	B I think I'd agree, I'd go to other xxx as well. Or	20
26	possibly even go to ... you know if you were really keen	20
27	just have a quick look at it and possibly go and buy my	20
28	own copy. You know if it looks really good. I wouldn't	20
29	want to just let the situation pass me by completely.	20
30	A No.	20
31	B Knowing it's such a ...	20
32	A Yeah. If it's a really key book. But I just think if	20
33	they've got the book then they obviously need it.	20
34	B Yeah, fair point.	20
35	A Yeah (laughter) If I had a book I'd be like 'Well no you	22
36	can wait until I've put it back in the library.' (laughter)	22
37	B So how would you actually initiate this conversation?	
38	A Yeah.	
39	B xxx	
40	A 'Would I be able to just have a quick look?'	6
41	B Yeah xxx	6
42	A Yeah. And then just very casually ... so do we need to	15
43	write down exactly what we say?	15
44	B xxx 'Excuse me ...'	6
45	A Yeah. 'Could I have a quick look at that book please?'	6
46	B xxx	6
47	A Yeah.	6

48	B Do we need to justify this and show them the reading	6P
49	list?	6P
50	A Yeah. Or to say that there's something in it, there's a	6P
51	particular chapter that you might need to photocopy.	6P
52	Laying the ground for your next words. 'Can I just	6P
53	borrow it for 2 minutes so I can go and photocopy it?'	6
54	B I think I'd probably want to clarify the title xxx misread	6P
55	and think ... it wasn't the right one.	6P
56	A Yeah.	6P
57	B So do you think within this initial part you might need	6P
58	some clarification xxx	6P
59	A Yeah. You could just say 'Is it ...'	6
60	B xxx	
61	A Yeah check the title and see if it's on the reading list.	6P
62	B Yeah the second question xxx	3
63	A Yes.	3
64	B If they totally ignore you xxx	3
65	A Yeah.	3
66	B xxx	3
67	(laughter)	3
68	B Or pretend they haven't heard you and like walk off in	3
69	the opposite direction, so really it's a 2 part thing, isn't it?	3
70	A Yeah.	3
71	B Depending on their response xxx Are we satisfied xxx?	3
72	'Could I have a quick look at that book?'. 'Could I check	6
73	the title, I think it's xxx'	6
74	A Yeah. Okay.	6

EN3
A1 Lift

Line	Protocol	Code
01	B Check the instructions. Shall we mark that off? xxx D1 to D3.	15
02	A Yeah.	15
03	B Because we'll get so much into the mode of being a student. Oh	15
04	it's a separate sheet anyway. Oh it's reminding us about ...	15
05	A Yeah.	15
06	B Well I'd start off by going over and saying 'Excuse me, you live on	6
07	my street, don't you?' and then introducing myself and explaining the	6P
08	situation I think. Again depending on their initial response or if	6P
09	there's any glimmer of recognition ...	3
10	A Yeah.	3
11	B 'Oh yes, you're at number 7' or whatever, depends on whether	3
12	you'd pursue it any more, wouldn't it?	3
13	A I suppose it'd depend how many people were there that I know as	2
14	well. If there's only one person there that I recognise then I'd probably	2
15	pursue them more. You know if they didn't immediately acknowledge	3
16	then I'd just carry on explaining who I was and where I was from.	3
17	B Mm. Because as you say it may be a group of people and they're	2
18	just with some friends. And that would then be followed up by you	3
19	know 'Where are you off to, by the way? I just wondered, are you on	3
20	your way home?' 'Cos they could be going anywhere, couldn't they?	3
21	It's that initial introduction. Without making yourself vulnerable.	3
22	A Yeah.	3
23	B Really isn't it? I mean you'd have to be careful. Because you may	12
24	have made a mistake so you need to be 100% sure.	12
25	A I would go over and say 'Don't you live in ...' whatever road it is	6
26	that you live at.	6
27	B Yeah.	6
28	A And see what their reaction is to that.	3
29	B So you'd be reading a lot of non verbal probably in there, their	3
30	reaction to that. I think that'd be important to establish that before you	3
31	get any further about 'My car's broken down' or anything like that.	3
32	Cos if you start with sort of the distress approach you may be taken	12
33	advantage of.	12
34	A Or people might not want to get involved if you're flapping	12
35	B That's right yeah, panic stations.	12
36	A People just think 'No' So what would you actually say? I'd say	6
37	'Excuse me, don't you live at ...'	6
38	B Yes I think we'd start with 'Excuse me' it's polite, isn't it? That's	11
39	going to be our opening xxx. 'Do you live, don't you live, don't you	6
40	live in ...'	6
41	A Yeah. Whatever road.	6
42	B 'Do you live?' 'Don't you live?' 'Do you live?' 'Don't you live?' ...	6
43	'Don't you live?' yeah, 'Don't you live?' Or just put X street, shall	6
44	we?	6
45	A Yeah.	6
46	B Next question.	6P
47	A And then I would expl ... if they said yes and they were all right,	3

48	they weren't too defensive, then I would just explain the situation.	3
49	B Yes.	3
50	A Just say 'I don't suppose you're going home because my car's	6
51	broken down.'	6
52	B Yeah put 'I don't suppose' because you don't want to be too sort of	11
53	forceful or make them feel guilty ...	11
54	A 'Give me a lift' (laughter)	6
55	B ... if they're off somewhere else.	11
56	A Yeah.	11
57	B So what is it 'I don't ...'	6
58	A 'I don't suppose ...' I would say that.	6
59	B 'Where are you off to'	6
60	A 'Because my car's broken down and I was wondering if you could	6
61	give me a lift.' 'I was wondering if I could be cheeky and ask xxx'	6
62	B So 'I don't suppose you're going home?' Or do we put another	6
63	clause in there - 'or could drop me off' I mean if they're off	6
64	somewhere else, I mean it depends how far home is away, but perhaps	2
65	go via home. 'I don't suppose you're going home are you, or could	6
66	drop me off?'	6
67	A Somewhere near. xxx	6
68	B 'Please' - do a pretty please there.	6
69	(laughter)	6
70	B 'Please'. There could be many reactions to that.	3
71	A Yeah.	3
72	B Cos they might say 'Oh I'm in the RAC and I'll phone up for you.'	3
73	A Yeah. Or it could be 'Oh well no, cos I haven't got any time.'	3
74	B Or 'No I'm not going to'	3
75	A 'No I don't trust you as far as I could throw you.' It could be any	3
76	reaction really couldn't it?	3
77	B Cos you've actually got to the situation where your need, or our	3
78	need rather, is to actually get home. But they may respond with all	3
79	sorts of other ideas. 'I'm sorry I'm not going that way but I'll phone	3
80	for a taxi for you' or whatever it may be. But we're being quite	11
81	direct, aren't we? It's not you know 'My car's broken down, could	11
82	you help me?'	11
83	A Yeah.	11
84	B You've gone directly to them because they live in your road and	1
85	might be able to get you from A to B. So 'Excuse me, don't you live	1
86	in X Street?' Because we haven't actually said here that that's where	21
87	we live. Have we?	21
88	A No. But I suppose that depends on their reaction again, doesn't it?	3
89	B Their reaction yeah.	3
90	A Because they might recognise you.	3
91	B Say 'Don't you live in X Street?' and then depending on a yes or a	6
92	no ...	3
93	A Yeah.	3
94	B 'Oh I thought I'd seen you around, yes I live at number 4'. So this	6
95	is really a follow on, I mean this is a separate part of the discourse here	3
96	definitely isn't it? I mean you'd need to close the speech marks there I	3
97	think because this is dependent on the response to the first half. 'I	6
98	don't suppose you're going home are you, or could drop me off please,	6

99	because my car's broken down.'	6
100	A That's all right.	21
101	B Okay, yeah.	21
102	A I'd say that.	21
103	B Brilliant.	21

EN3
A2 Draft

Line	Protocol	Code
01	A Mm.	
02	BI think I'd want to establish first of all that in a way they'd	6P
03	received it, I mean you might have put it in their pigeon hole ...	6P
04	A But it does say it's been handed ...	2
05	B xxx it's actually handed in.	2
06	A Yeah. If we assume that you've actually handed it to the	2
07	person.	2
08	B Direct. So he's definitely had it. Okay, we'll assume that	2
09	then.	2
10	A 'Have you had time to look at the essay because I really need	6
11	it back.'	6
12	B Or you may wish to clarify the deadline which is going in a	6P
13	round about way, but saying 'Is it right our essays have got to be	6
14	in by ...?', which may sort of be a prompt. 'Ooh, have I still got	3
15	yours?'	3
16	A Yeah.	3
17	B 'Have you had time to look at my essay because I thought the	6
18	deadline was ...'	6
19	A Yeah.	6
20	B Could bring the two of those together actually couldn't you?	6P
21	A Yeah. I would definitely start something along the lines 'Have	6
22	you had a chance to have a look at it?' Maybe say 'I know	6
23	you've got loads of other work to do' so you're sort of saying	6
24	you appreciate it and you know that you've got lots of work to	7
25	do, 'but my essay has to be handed in '	7
26	B That's right.	7
27	A So I'd just start off with 'Have you had a chance to look at the	6
28	essay? Sorry, I know you've got a lot of work to do, but I've	6
29	got to hand it in'	6
30	BI don't think we'd use 'Excuse me' there just talk face to face.	7
31	A Yeah.	7
32	B 'I wondered' - is that perhaps quite good? 'I wondered if	6
33	you'd ...' 'I wondered if you'd had a chance to look at ...'	6
34	'had a chance to look at ...' ... 'my draft essay'?	6
35	A Yeah.	6
36	B Yeah. Do we put in there the bit about 'I know you're terribly	6
37	busy'? Or go straight on to about the deadline?	6
38	A I'd probably say 'I know you're really busy' - so that you're	6
39	being nice before you're being demanding (laughter)	7
40	B 'But the deadline is ...' da da da.	6
41	A Yeah.	6
42	B Yeah. 'I wondered if you had a chance to look at my draft	6
43	essay'	6
44	A 'Sorry, I know you're really busy ...'	6
45	B It's interesting this one, I think this part here. Certainly I	21
46	don't think I'd use this to a senior lecturer.	21
47	A Wouldn't you say it to Y or something like that? He's a senior	21

48	lecturer.	21
49	B Yeah.	21
50	A I'd say it to him.	21
51	B It's interesting yeah. It's this balance between appreciating ...	7
52	being sympathetic and appreciating their workload and so on. I	1
53	think it's fine here, it's particularly appropriate because it's your	1
54	lecturer, so, teacher and pupil or student. Perhaps less of a gap in	1
55	a way.	1
56	A It depends on your relationship though I think.	1
57	B It does absolutely.	1
58	A And I think that when you get to our level as Masters students	1
59	there's a lot less of a hierarchical 'You're my student' thing.	1
60	B Yes. Oh I do agree with that, it'd be very different. Anyway	1
61	this is the context we've been given, but I'm just thinking it may	1
62	vary. I mean this is important for me, for me personally that it's	1
63	a new young lecturer, I wouldn't feel happy about saying that ...	1
64	I probably would have to think a bit more for someone xxx	1
65	(laughter)	
66	A I think it would depend though for me on who it was.	1
67	Someone like Y, because we know him, I would be quite happy	1
68	to say that.	1
69	B Yes. That's right.	1
70	A But if it was X who I don't know at all then I'd probably be	1
71	...	
72	B Feel it wasn't so appropriate.	1
73	A Yeah.	1
74	B So 'I wondered if you've had a chance to look at my draft	6
75	essay. Sorry, I know you're really busy, but ...' with a big but	6
76	...	
77	A 'But I've got to hand it in.' Or 'The deadline's due' or	6
78	something like that.	6
79	B Yeah I think if you use the word 'deadline' it's got a bit more	21
80	push about it. Instead of 'I've just decided to hand it in a week	21
81	early' (laughter) 'But the deadline is soon'?	21
82	A Yeah.	21
83	B This is a really interesting experience because we're writing it	8
84	down, now the word that just came to mind xxx	8
85	A You wouldn't say that.	8
86	B You wouldn't say it. It's because I'm actually transferring	8
87	something oral into something written, it's really interesting, I	8
88	think. And because you know we've xxx academic writing, you	8
89	would put xxx	8
90	A Yeah.	8
91	B So I'm just going to write before I think of any other words	15
92	'but the deadline is soon.' Put an exclamation mark. Yeah?	15
93	A Yeah.	15
94	B 'I wondered if you've had a chance to look at my draft essay.	6
95	Sorry, I know you're really busy but the deadline is soon.' Are	6
96	we happy with that?	21
97	A Yeah.	21
98	B Okay right, job.	21

EN3
A3 Job

Line	Protocol	Code
01	BI've done this a lot. I don't if I know always say the right	10
02	thing. (laughter)	10
03	A Say where you've seen the advertisement.	6P
04	B The advert, that's right, I usually start and say what post it's	6P
05	for, what job it's for.	6P
06	A 'Could you send some more information please?' I	6
07	wouldn't really say who I was until after they'd said yes or no.	6P
08	B Yes or no. Yes, that's right. So 'Hello I saw the	6
09	advertisement xxx' dot dot dot 'for ...' and then say what the	6
10	post is.	6P
11	A Yeah.	6P
12	B 'I was wondering if you could send me ...' I mean normally	6
13	you want details and I usually ask for the two together – the	6P
14	details and the application form, because normally there's not	6P
15	much time to get details and then think about it for another	6P
16	week, you know, you've missed it. You probably need to	6P
17	actually specify the information you want. We want details	6P
18	about the job, like job description etc plus ...	6P
19	A Yeah.	6P
20	B And they normally come together but xxx	6P
21	A Or ask if they have any information.	6P
22	B Well that's it, 'Is there any additional information to what	6
23	was written in the newspaper?'	6
24	A Yeah yeah.	6
25	B Cos there usually would be, it depends on what you're	2
26	applying for. So you definitely want more information. xxx	
27	application form xxx	
28	A So 'Hello' and that you saw the advertisement.	6
29	B Dot dot dot ... for ... dot dot dot job or post.	6
30	A 'Could you send me some more information and an	6
31	application form please?'	6
32	B xxx It's better at the end, isn't it?	21
33	A Yeah.	21
34	B Shall we put 'please' at the end?	21
35	A Yeah. I would.	21
36	B 'Could you send me some more information and an	6
37	application form?' And then it depends on their response xxx	3
38	A Yeah.	3
39	B Personal details xxx	
40	A xxx	
41	B 'Saw the advertisement' Yeah?	6
42	A Yeah.	6

EN3
B1 Restaurant

Line	Protocol	Code
01	A Restaurant	
02	B This happened to me on Friday night. (Laughter) and in the	10
03	middle of the table they were all there.	10
04	A The knives and forks?	10
05	B We had this lovely vase with all the serviettes round them and	10
06	I thought mm well you've got to attract the waiter ...	10
07	A 'Excuse me ...'	6
08	B Are we assuming we've got to attract the waiter's attention?	2
09	A Well I'd say 'Excuse me, could I have a knife and fork	6
10	please?' That's all I'd say.	6
11	B Mm.	6
12	A There's not really anything else to say is there?	21
13	B And then they'll either do what they did to me and point to the	3
14	middle of the table. Or 'Would you like to help yourself from	3
15	over there?' or they bring them. So yeah, it's direct isn't it?	11
16	Being very pedantic here, it doesn't say the type of restaurant.	2
17	And maybe a Chinese restaurant maybe don't possess such	2
18	things.	2
19	A They still have them though. (Laughter)	2
20	B xxx knife and fork.	
21	A Say 'Can't you use chop sticks?'	
22	B But the context of that one is quite interesting, isn't it? I	18
23	mean it could be quite different if we were abroad say on	18
24	holidays. You know we're used to knives and forks. And then	18
25	they'd respond with 'Well here we use this.' But I mean in that	18
26	situation 'Could I please have a knife and fork.'	6
27	A Yeah.	6

EN3
B2 Library

Line	Protocol	Code
01	This is very interesting. I'm thinking that as we're both teachers	9
02	the way we react to this is probably quite different to how other	9
03	people react.	9
04	A Well if I was in school I would react very differently to in a	9
05	public place and me not being in charge of them.	9
06	B I think initially ... I mean I'd probably just carry on because	
07	I'm used to children's noise around and feel I don't get too	9
08	distracted. But say you know it really was necessary that I took	9
09	some action ...	9
10	A And another alternative would be I would move somewhere	20
11	else.	20
12	B Could move, or you could go and speak to the librarian about	20
13	it. But we've actually been told here that we've got to ask them	15
14	to be quiet, how we do that, we can't see their parents. I'd	15
15	initially do it by eye contact actually.	20
16	A 'Could you keep the noise down?' or something like that.	6
17	B I'd certainly want to sort of try and catch their gaze, you know	6P
18	the non- verbal first. Sometimes with a frown or something. Or	6P
19	just even this, without having to say a word. Oh no no, that's	6P
20	not going to answer this question is it? It's probably what I'd	6P
21	do, or do as a precursor to ... if that wasn't effective to possibly	6P
22	saying something.	6P
23	A You see I would do that in school but I wouldn't do it in a	20
24	public place.	20
25	B Well they're not your responsibility.	7
26	A Yeah. That's the thing.	7
27	B You'd take the action more yourself like you'd go and sit	20
28	somewhere else.	20
29	A Yeah. Or I would just say to them ... Whereas in school I	7
30	would probably give them a look. Or just say 'Keep the noise	7
31	down', or something like that. In a public place and when	7
32	they're not my responsibility I would react very differently.	7
33	B You've got to think about the parents. I mean they may	7
34	overhear you speaking to them or looking at them, whatever.	7
35	A So I would just say 'I'm trying to read a book would you	6
36	please keep the noise down?' or 'Would you talk a little bit	6
37	quieter?' I suppose it would depend as well on how old the	1
38	children were.	1
39	B Of course. So we actually get to the point where we have to	15
40	ask them to be quiet.	15
41	A Yeah.	15
42	B If it's coming from you, it's not you're just laying down a	7
43	rule, there's a need for them to be quiet because...or even you	7
44	know deflect it onto the fact that this is a library, there's lots of	7
45	people trying to read. So you're de-personalizing it a little bit,	7
46	instead of 'That moaning lady over there won't let us.'	7
47	A Yeah, 'Why don't you go and read a book over there?'	7

48	Something like that. But I would, yeah, I would just generally	6
49	say 'We're trying to read' or 'People are trying to read.'	6
50	B Yes. Yeah I think the 'we' is good because it includes them	21
51	in it. Doesn't it? So there's a tacit assumption that they're in	21
52	the library because they want to read as well. So 'We're trying	6
53	to read, xxx could you xxx.' Yeah, we're not demanding that	6
54	they be there in silence are we?	21
55	A Yeah, but they're also in a library so they have to learn.	21
56	B I mean you could point at the 'Silence in here' notice, because	6P
57	there's usually one around isn't there, point at that. But that	6P
58	would be a bit harsh.	21
59	A xxx	
60	B That's right. So we're not demanding silence although that	21
61	might be the rule of the library from our point of view if they	21
62	could just be a little bit quieter.	21
63	A Depending on how old the children were I'd probably say	1
64	'Could you whisper to each other?'	6
65	B Yeah I like the whisper 'cos that's sort of friendly, it's	21
66	something they enjoy doing, isn't it, rather than ...	21
67	A Yeah.	21
68	B ... telling them to shut up.	21
69	A Yeah, rather than 'Shut up'	21
70	B 'Perhaps try to whisper to each other'.	6
71	A Yeah.	6
72	B And make sure that we say it whispering also. Because if we	16
73	go marching up xxx said in a whispering voice. So we're	16
74	reflecting our tone of voice and volume 'We're trying to be	6
75	quiet, could you perhaps try to whisper to each other '	6

EN3
B3 Room

Line	Protocol	Code
01	A I wouldn't do it. I wouldn't let someone stay in my room.	20
02	B It's too much of an unknown quantity.	20
03	A I wouldn't let someone stay in my room whilst I was	20
04	away.	20
05	B Yeah. We have to try and imagine ourselves in that	14
06	situation.	14
07	A Can we put that in brackets there?	15
08	B So we'll put here it's hard this scenario.	15
09	A Yeah.	15
10	B We wouldn't take this course of action would we?	15
11	A It's unlikely for us, yeah.	15
12	B Are we assuming that the room is clean and tidy when she	2
13	takes it over?	2
14	A Yeah.	2
15	B So we're asking her to leave the room, you know, as you	6P
16	find it basically.	6P
17	A Yeah.	6P
18	B That's what we're assuming. Not that you've left it in a	2
19	mess and you expect her to be the maid while you're away.	2
20	A Yeah 'I've kept some plates underneath the bed if you'd	12
21	like to wash them.'	12
22	B (laughter) 'While you're here.' That's our interpretation	12
23	of that, cos it could be interpreted either way, couldn't it?	12
24	But I can't imagine ...	12
25	A Well I would leave a room in a tidy state and expect it to	2
26	be tidy when I got back.	2
27	B That's right. You leave things as you find them or better	2
28	(laughter)	2
29	A Yeah. I mean that's what I had with renting my house - I	10
30	left my house in a tidy clean state, but when they moved out	10
31	xxx Um ...	10
32	B 'I'd appreciate it ...'	6
33	A Yeah.	6
34	B 'Before you return', so 'before I'm back' - so you're	6
35	giving the time limit on it, aren't you?	21
36	A Yeah.	21
37	B 'Before I'm back ...	6
38	A ... can you tidy the room?' 'Can you clean and tidy it?'	6
39	B Would you say 'I'd appreciate it'? Or is that too soft?	21
40	May be better received, mightn't it?	21
41	A Yeah. I'd say 'I'd appreciate it'. Because I think people	7
42	are more likely to do it then.	7
43	B Yes. Rather than lay down the rules.	7
44	A Rather than 'You have to do it.'	7
45	B Yes.	7
46	A Do we put 'clean and tidy'?	6
47	B I wouldn't want to be suggesting that they're going to be a	12

48	messy dirty person. So I'd probably say 'Could you do any	12
49	cleaning and tidying that needs doing?' That's not quite	6
50	right at the moment but ... You know if you sort of came	21
51	down too hard on it you're sort of assuming that ...	21
52	A I don't think it's unreasonable though to say that you'd	21
53	want the place to be clean and tidy.	21
54	B No no, no.	21
55	A It's not that you're saying that you're going to destroy the	12
56	place whilst you're away, you're just saying you want it to	12
57	be nice for when you get back.	12
58	B So if we put 'If you could do any cleaning and tidying'	6
59	just put that bit in, it's a bit more palatable, isn't it?	11
60	A Yeah.	11
61	B So that's up to their judgement then, what's necessary to	21
62	be done, more-so than ...	21
63	A Yeah, but then you have to be prepared for the fact that it	21
64	might not be to the standard ...	21
65	B Standard of yours	21
66	A Yeah.	21
67	B xxx	
68	A Especially with males (laughter)	21
69	B 'cleaning and tidying' Do you want to put a 'thanks' on	6
70	the end there?	6
71	A Yeah. We're very polite.	11
72	B We are. But that's actually used very much in um ...	11
73	(name of author) with behaviours in the classroom and so	9
74	on now, that when you're actually demanding something -	9
75	cap off, 'thanks' - thanks before it's actually even happened.	9
76	A Yeah.	9
77	B Actually pushes the action through.	9
78	A Oh I do always ... I do always do that anyway really.	9
79	B 'Before I'm back I'd appreciate it if you could do any	6
80	cleaning and tidying. Thanks.' So you're assuming ... by	6
81	that xxx you're actually assuming xxx.	

EN3
C1 Extension

Line	Protocol	Code
01	B Right. Let's start off with 'I want to do a really good job	6
02	of the seminar next week', or whenever it is.	6
03	A Yeah. 'But I just don't think I'm going to have enough	6
04	time'. Yeah?	6
05	B See that's what it is, I mean you need more time. It's not	12
06	... doesn't sort of imply to me that they haven't even started	12
07	thinking about it.	12
08	A No.	12
09	B So you know 'I could sort of do it next week but it'd be a	12
10	second best.'	12
11	A Yeah.	12
12	B 'You know I really want to do it well so I'd appreciate it	6
13	... could I do it the week after?' So you're starting off with	6
14	a positive rather than going along and saying 'This has	12
15	happened and that's happened, I didn't get that organised'	12
16	and you're all flustered and so on.	12
17	A So what do you want to actually start off by saying?	6
18	B Um ...	6
19	A 'I could do the seminar next week but if it'd be possible to	6
20	have more time then I'd be able to do a ...	
21	B ... better job', yes, yeah. 'My seminar' shall we say?	6
22	A xxx	6
23	B 'next week' ... next whatever ... session, whatever it	6
24	might be.	6
25	A Mm.	6
26	B Right. So we're going to ask for the extension next.	6P
27	A 'I want to do a good job'	6
28	B 'And so could I postpone it till ...'	6
29	A 'Would it be possible to postpone?' or 'Would it be	6
30	possible to do it the week after?'	6
31	B (Writing) '... to postpone it until ...'	6
32	A Dot dot dot.	6
33	B Whatever is appropriate, the week after or whatever. 'I	6
34	could do my seminar next week but I want to do a good job,	6
35	so would it be possible to postpone it till ...'	6
36	A Yeah	6
37	B Next question.	

EN3
C2 Book

Line	Protocol	Code
01	B(Laughter) xxx	
02	A 'I went to the library and tried to get a book out but I	6
03	couldn't. Could I borrow yours please?'	6
04	B Yeah.	6
05	A Or 'I'm having trouble getting hold of this book from	6
06	the library ...'	6
07	B Mm. I mean you know the lecturer's got a copy, he's	7
08	bandied it around in the lecture or whatever. So it's quite	7
09	reasonable xxx 'I've had trouble ...	6
10	A 'getting hold of the book ...'	6
11	B 'book' ... and then we give the title or something there.	6P
12	'Would it be possible to ...'	6
13	A Or 'Do you have a copy that I could borrow?'	6
14	B Oh we know that, don't we? Yes you know the lecturer	7
15	has a copy of the book, so we do actually know he's got	7
16	one or she's got one. 'Would you mind lending ...'	6
17	A Yeah 'Would you mind if I borrowed it?'	6
18	B 'if I borrowed'	6
19	A Yeah.	6
20	A I'd just say 'Would you mind if I borrowed it' because	6
21	they'll ...	6
22	B They'll soon tell you if they're using it. Okay. 'I've	6
23	had trouble getting hold of the book ... bla bla bla ... from	6
24	the library, would you mind if I borrowed it?' Oh	6
25	'please' (laughter)	6

EN3
C3 Lift (2)

Line	Protocol	Code
01	A I'd say 'I'm really sorry, I've missed my last bus, would	6
02	you mind xxx?'	6
03	B So you'd actually start with an apology then?	21
04	A Yeah	21
05	B It is really, isn't it?	21
06	A Yeah.	21
07	B 'Silly me, I missed the bus' really isn't it?	6
08	A Yeah.	6
09	B So 'I'm sorry to trouble you'. 'Sorry to bother you'	6
10	yeah 'I'm sorry to bother you but I've just ...'	6
11	A They're more sympathetic then as well, aren't they,	12
12	because they know you're in need, as opposed to just	12
13	being cheeky.	12
14	B That's right. 'Sorry to bother you. I've just missed the	6
15	last ...' 'my last bus home'. So we know the lecturer's	6
16	going - we don't have to ask them if they're ... it's not	7
17	going to put them out of their way or anything, is it? You	7
18	know that they're ...	7
19	A Yeah.	7
20	B ... going across the end of the road or whatever, so ...	7
21	'Sorry to bother you but I've just missed my last bus	6
22	home. Would it be possible to grab a lift?'	6
23	A Yeah. 'Have a lift with you.'	6
24	B 'I'm sorry to bother you but I've just missed my last bus	6
25	home. Would it be possible to have a lift?'	6
26	A I feel that's reasonable.	21
27	B xxx	

EN3
D1 Help

Line	Protocol	Code
01	B(Reads) The person would say to you in the following	0
02	situations ...	0
03	A 'Do you want to earn a bit of extra money and help me	6
04	with my housework?'	6
05	B Perhaps you know 'Have you got any spare time over	6
06	the vacation?' 'Are you free over the vacation?'	6
07	A Yeah, you could start off with that.	21
08	B Yeah.	21
09	A 'Have you got any spare time?' 'Do you fancy earning a	6
10	bit ...'	6
11	B You can dangle the carrot then.	7
12	A Yeah.	7
13	B (Laughter)	7
14	A And then hit you with the plea.	6P
15	B 'Have you any spare time?'	6
16	A Yeah 'Have you any spare time over the holidays?'	6
17	'Do you want to earn a bit of extra cash by helping me	6
18	with'	6
19	B Then depending on the response to that ... and I mean	3
20	following it up with another question 'Would you like to	6
21	earn ...'	6
22	A Yeah.	6
23	B ... a bit of money?' 'And help me '	6
24	A Just by saying 'And help me' xxx	6
25	B xxx do the whole thing alone, does it?	
26	A Well and also you're making them feel like they're	12
27	going to do something useful xxx	12
28	B That's right. 'Have you any spare time over the	6
29	vacation?' xxx 'Would you like to earn a bit of money and	6
30	help me with my cleaning?' We've manipulated this light	6
31	housework into cleaning but that's what we perceive light	
32	housework to be so that's okay. (Laughter)	

EN3
D2 Hospital

Line	Protocol	Code
01	B You're at home looking after a friend's child. 'I'm sorry	0
02	to bother you ...' (<i>quiet voice</i>)	6
03	A Yeah. 'I've just fallen over and I'm in agony'	6
04	(laughter)	6
05	B I changed my voice modulation then xxx (laughter)	16
06	A Suddenly become an old lady.	16
07	B Absolutely. So 'I'm sorry to bother you ...' um xx	6
08	A I was going to say, I mean really the child's irrelevant	
09	to what the elderly lady would say.	
10	B Well she probably doesn't know. But your decision	
11	would depend upon xxx	
12	A Yeah.	
13	B This is an interesting phrase, isn't it? I mean we know	
14	...	
15	A xxx slang thing isn't it?	

EN3
D3 Police

Line	Protocol	Code
01	B (reads) xxx	
02	(Laughter)	
03	B Have once or twice but xxx	
04	A Not arrested regularly.	
05	(Laughter)	
06	A Um ... well explain the situation xxx	6P
07	B It's very matter of fact isn't it really.	6P
08	A 'Could you move your car please because the	6
09	neighbours are moving in' or 'the removal van is coming'	6
10	B Yes yeah. They're going to be polite but they're not	11
11	going to be gushing over.	11
12	A No.	11
13	B Because of their authoritative position. Most people are	7
14	going to sort of sit up and listen and whatever anyway,	7
15	aren't they? So ...	7
16	A 'Could you move your car please?'	6
17	B Yeah, very direct. (Writing) 'To make space for the	6
18	van'? Yeah?	6
19	A Yeah.	6
20	A Or 'a removal van'.	6
21	B 'Could you move your car please to make room for a	6
22	removal van coming to help your neighbours move house'	6
23	A I don't think they'd explain who the removal van was	6P
24	for, they'd just say xxx	6P
25	B Yeah. Yeah? It's direct, isn't it?	11
26	A Yeah.	11
27	B So we've done those.	

EN3
E1 Notes

Line	Protocol	Code
01	B It's back to student now.	15
02	A 'Can I borrow your notes please?' (Laughter) I mean if	6
03	it was a friend you wouldn't say anything else really.	1
04	B Yeah.	1
05	A 'Sorry I missed the lecture yesterday, could I borrow	6
06	your notes?'	6
07	B Mm.	6
08	A Be fairly direct.	11
09	BA you say it's a friend so you wouldn't sort of beat	1
10	about the bush.	1
11	A Or 'Is there anything I need to copy down?'	6
12	B Yeah 'Did I miss much?' You often start off with that	6
13	sort of opener, don't you?	3
14	A Yeah.	3
15	B 'Did I miss much?' Just to remind them that you	6
16	weren't there.	6
17	A Yeah. 'Can I borrow your notes?'	6
18	B I mean they might say 'No you didn't miss much at all.'	3
19	A Yeah.	3
20	B But you still ... well it's up to you then.	3
21	A Yeah.	3
22	B But you'd probably still xxx 'Did you have a good	6
23	lecture yesterday?'	6
24	A 'Did you enjoy it?' 'I wasn't there.'	6
25	B 'Did I miss much?' is implying that really ...	6
26	A... nothing much happens anyway. (Laughter)	12
27	BA lot of hidden meaning here. But I've said it xxx 'Did I	6
28	miss much at yesterday's lecture?'	6
29	A 'Could I have a look at your notes?' or 'Do you mind if	6
30	I look at your notes?'	6
31	B 'Could I borrow them?' or just have a look initially.	6
32	We could have a look and then assess whether we need to	3
33	...	3
34	A Photocopy them. (Laughter)	3
35	B Yeah (Laughter) 'Do you mind if I have a look?'	6
36	A Yeah.	6
37	B 'Did I miss much at yesterday's lecture?'	6

EN3
E2 Kitchen

Line	Protocol	Code
01	B Kitchen. Well I'm not very good at this sort of approach,	13
02	I would probably suggest that we did a collaborative effort.	13
03	A I'd probably just do it myself.	13
04	B Oh you'd go to the other extreme and do it yourself.	13
05	(Laughter)	
06	A It depends, it would depend.	1
07	B Think about your relationships within the house or	1
08	wherever you're living, wouldn't you?	1
09	A Yeah. Or I'd just leave it and just stew and get annoyed.	20
10	B But this demands us to actually ask her to clean it. So I	13
11	think I'd go for the collaborative effort. You know 'If	13
12	you've got a bit of spare time later on shall we see if we can	6
13	clean the kitchen up?' I mean I wouldn't want to be	12
14	apportioning blame I mean there's a hidden meaning there.	12
15	A Yeah.	12
16	B It's a bit like ... again coming back to the classroom	7
17	thing, isn't it? I mean sometimes when a child's been really	7
18	anti, you know, clearing up whatever it is we have done	7
19	collaboratively, it's been the only way through it really.	7
20	A But then I think that at a child's level that's different	1
21	because you're teaching them too.	1
22	B Well if you turned it round, 'Do you want some help?' -	6
23	this is saying it as though you're assuming that they're	12
24	going to clean it, because it was their mess, they'll take	12
25	responsibility. But 'Would you like some help with	6
26	cleaning the kitchen?' - turn it round the other way.	6
27	A They'll say 'Yeah' (laughter) Yeah.	3
28	B And they might say 'Oh no it's all right, I'm going to do it	3
29	in my free period' or something. In which case that's it, it's	3
30	done.	3
31	A Or 'Can you clean up the kitchen xxx'	6
32	B Yeah.	6
33	A Don't know. I mean I'm not too strongly on any of them,	21
34	because like I say I'd either probably just internally stew on	20
35	it and think 'Will you hurry up and clean it!' or I'd just say	20
36	'I might as well just do it myself.'	6
37	B Could we go for the ... you're not keen on this	13
38	collaborative approach then?	13
39	A No no ...	13
40	B It's all right I mean ...	13
41	A ... I'm not completely against it. If it got it done, it's	13
42	better than sitting and stewing on it, (laughter) which is what	13
43	I'd do. So yeah. So how would you say it?	13
44	B I suppose in a way we'd have to eliminate the one about	20
45	just putting up with it and ignoring it ...	20
46	A Yeah.	20
47	B ... cos we've got to ask. So we're either going to ask	6P
48	them to do it direct ...	6P
49	A Yeah.	6P
50	B ... without perhaps apportioning blame and sort of saying	6

51	'We know xxx made the mess' or something. Or we're sort	6
52	of going with more my soft tack. But maybe you know ... I	7
53	do that really for diplomacy ...	7
54	A Yeah.	7
55	B ... but hoping that they perhaps will just do it themselves	7
56	anyway.	7
57	A Yeah. Um, yeah go for that one then. What would you	7
58	say?	7
59	B 'Would you like some help?'	6
60	A Yeah.	6
61	B Instead of perhaps 'Shall we clean it up together?'	21
62	because you're sort of taking a bit of responsibility when	21
63	you know it wasn't your mess.	21
64	A Just say 'Do you want any help?'	6
65	B Yeah 'Do you want any help?' But are you really happy	21
66	about that?	21
67	A Yeah that's fine, yeah.	21
68	B Would you perhaps go for more of a ...	21
69	A I'll try it next time in my flat. (Laughter)	10
70	B Well what do you do? What do you do in your flat? I	10
71	mean are you much more direct in saying 'I want to see that	10
72	cleaned up by the time I'm back?'	10
73	A No, I do it myself.	10
74	B Oh you do it?	10
75	A No, because the way it works in the flat is that we just	10
76	wash up whenever. It's not a case of 'That's yours, so you	10
77	wash it up' we just ... if there's washing up there then	10
78	someone will do it. And that's why I tend to ... if the place	10
79	is a real mess and I feel like I've been doing loads of	10
80	washing up then I will tend to just leave it because I know	10
81	...	10
82	B The next person ...	10
83	A Somebody at some point will do it.	10
84	B Right. Sort of a rolling programme then.	10
85	A Yeah we just do it as and when. Because if you have	10
86	people saying 'Well that's not my plate' xxx	10
87	B Absolutely	10
88	A So yeah you could say 'Do you want any help cleaning up	6
89	the kitchen?'	6
90	B Because I mean to say in your situation say if one of your	10
91	flatmates had thrown a party or something, you know,	10
92	there's bound to be mess isn't there after that? You might	10
93	perhaps say that then?	10
94	A Yeah.	10
95	B You know the next day say 'It was your party but shall I	6
96	help you clean it up?'	6
97	A Half the time they say 'Don't do the washing up, I'll do it	10
98	because ...' I mean like last night I cooked and they said	10
99	'Don't do the washing up, I'll do it, cos you cooked.'	10
100	B Right.	10
101	A So it's more the other way round of them saying 'I will do	10
102	it', as opposed to me saying ...	10
103	B Yeah, well that's reciprocal, that's good.	10
104	A ... 'Come on, do it.'	10

105	B Got it well worked out by the sounds of it, but this one	10
106	hasn't so ...	10
107	A No.	
108	(Laughter)	
109	B So ...	
110	A Yeah 'Do you want any help?'	6
111	B So 'Do you want ... 'Do you want any help cleaning the	6
112	kitchen?'	6
113	A I don't think I'd say xxx	21
114	B No. (Laughter) The truth will come out whether they're	
115	aware that the kitchen's dirty or not.	

EN3
E3 Party

Line	Protocol	Code
01	B 'If I do the A, B, C, would you mind doing the food?'	6
02	A Yeah.	6
03	B xxx balloons or whatever else needs to be done'.	6
04	(laughter)	6
05	A 'because you're such a good cook'.	6
06	B xxx wouldn't you?	21
07	A Yeah. So yeah that's fine. 'If I do A B and C ...	6
08	B Yes.	6
09	A ... do you mind cooking?'	6
10	B Because by saying that you're hopefully going to get a	12
11	more favourable response, aren't you? Than if they think	12
12	'xxx cooking and of course there's going to be this this	12
13	and this to do as well.' 'Is this a joint party or isn't it?,	12
14	you know. So 'If I do A B and C for the party would you	6
15	mind doing the cooking?'	6
16	A 'Because you're a better cook than I am.'	6
17	B Mm 'Because you're so good at it'. It's almost	6
18	'Because you know you're a better cook than I am.' I	6
19	mean it's your flatmate, isn't it?	1
20	A Yeah.	1
21	B 'Cos you know you know ...'	6
22	A Flattery.	7
23	B 'You know you're xxx	6
24	A Using flattery	7
25	B Yeah that's right. 'If I do A, B and C for the party	6
26	would you mind doing the cooking? '	6
27	A Yeah.	6

EN3
F1 Bus

Line	Protocol	Code
01	B If it wasn't on a bus I'd probably want to establish first	1
02	if the seat was available. You know if it was somewhere	1
03	in a sort of static place that it's been left ... normally	1
04	people would move over, wouldn't they, if you see what I	1
05	mean? You know they'd take the seat by the window	1
06	first. But if it was somewhere else ...	1
07	A Mm ...	1
08	B I mean sometimes you come into a lecture don't you	1
09	and you're sort of not too sure whether someone's taken	1
10	the chair next to someone else, if that seat's free. But as	1
11	it's on the bus ...	1
12	A But then I mean often I would prefer to sit in an aisle	
13	seat than a window seat regardless of whether I was sitting	
14	next to anybody. So ...	
15	B xxx	
16	A You see I wouldn't ask her to move over, I would do	20
17	what you said, say 'Is that seat free?' And then if she says	6
18	'Yes' then say 'Can I sit there then?'	6
19	B 'Excuse me please'	6
20	A And then they'll either move over or move for you to sit	6
21	down in that seat. So I would ask if that seat's free first.	6P
22	B Yeah I think you'd have to establish that. Do you want	6P
23	to start with ...	6P
24	A Yeah.	6P
25	B I don't know if it's another college student you might	1
26	... xxx	1
27	A Or say 'Sorry, is that seat free?'	6
28	B Yeah 'sorry', that's better, yeah. 'Sorry, is that seat	6
29	free?'	6
30	A If the answer's 'Yes' then I'd say 'Can I sit down	3
31	please?'	6
32	B You'd hope from that ...	12
33	A They'd move.	12
34	B ... they would just react, wouldn't you?	12
35	A Yeah. And then they'll make the choice of whether	12
36	they're going to move over and let you sit in their seat or	12
37	whether they want to sit in the aisle.	12
38	B Or they swing round and put their legs xxx not going to	12
39	let anybody in xxx (Laughter)	12
40	A xxx walk off.	12
41	B But I think really ... I mean we're not asking ... we're	15
42	not actually answering the question here because we're	15
43	not asking her to move over.	15
44	A But I wouldn't ...	20
45	B But we wouldn't because of the way we approach the	20
46	situation. That'd be our opening gambit, so to speak. But	15
47	do we still need to say what our dialogue would be	15
48	A If I really really really had to ask her to move over then	14
49	I'd say um ...	14
50	B 'Do you mind ...	6

51	A Yeah. 'Do you mind if you move over, and I'll sit	6
52	there?' Something like that.	6
53	B Shall we put that in as well then?	15
54	A Yeah.	15
55	B I think we ought to.	15
56	A But I wouldn't really do it to be honest. I'd be a lot	6
57	more inclined to just say 'Is that seat free?' and sit in	6
58	either seat that they were xxx sit in.	6
59	B It's very interesting actually thinking about the language	11
60	and so on xxx direct at all really. I mean what we're	11
61	saying now, asking her to move, is much more direct ...	11
62	A Yeah.	11
63	B ... xxx the action we want. This has got so much hidden	11
64	meaning.	11
65	A Yeah yeah.	11
66	B xxx	11
67	A You could get a sarky little 15 year old saying 'Yeah it	22
68	is free' and then ...	22
69	B And no reaction.	22
70	A ... no reaction.	22
71	B So this is much more direct, isn't it?	11
72	A But most people generally would take that as a ...	11
73	B 'Do you mind ...' Are we going to ask them to move	6
74	across then?	6
75	A Yeah. Or 'Do you mind if I ...'	6
76	B 'Do you mind if I xxx'	6
77	A I think it's really cheeky, you see.	21
78	B Yes I agree.	21
79	A I wouldn't say to someone 'Can I sit in your seat?' even	21
80	if there is a seat spare next to them.	21
81	B We're really expecting them probably to get up, step	21
82	out, so you can get to the window seat and then get back	21
83	in.	21
84	A Yeah, that's what I would expect.	21
85	B So are we actually asking them to move then? Are we	15
86	saying 'Excuse me, could I get to that ...' 'Could you let	6
87	me through to that seat please?'	6
88	A Or just say 'Can I sit down?' They'll move one way or	6
89	the other, won't they?	6
90	B So we'll leave this 'mind moving' then.	21
91	A 'Would I be able to sit down?'	6
92	B 'Excuse me can I sit down?'	6
93	A 'Is this seat free' 'Can I sit down please?' And then	6
94	they'll make the decision on whether they want the	12
95	window seat.	12
96	B So a general instead of 'Is that seat free?' 'Is there a seat	6
97	free?'	6
98	A And they have to decide whether it's the one they're on	12
99	B 'Yes it's Mr Invisible!' (Laughter)	
100	B (Laughter) 'Do you mind if I have it?' 'Do you mind if	6
101	I take it?'	6
102	A 'Do you mind if I sit down?'	6
103	B Mm. Still haven't asked them to actually move, have	15
104	we?	15

105	A No.	15
106	B But perhaps it's part of the social custom and social	7
107	discourse that you don't.	7
108	A I just wouldn't, I would just let them make up their	20
109	mind. They might be very partial to aisle seat, they might	20
110	have spent hours xxx	20
111	B Well yeah I mean they might have a disability or some	20
112	reason why they need to be on the aisle.	20
113	A Or they might be getting off at the next stop.	20
114	B That's it yeah.	20
115	A xxx	
116	B 'xxx that seat, do you mind if I take it?'	6
117	A 'Sit down'	6
118	B Oh 'sit down' rather.	6
119	A Well then it's their choice then, isn't it? They'll either	12
120	move or they'll ...	12
121	B Yeah. Instead of saying 'take it'. So are we keeping	6
122	this in then? 'Sorry, is that seat free?' Well there's	6
123	another alternative now 'Is there anyone ...	6
124	A Put that one in brackets.	15
125	B 'Is there anyone ...'	6
126	A Because to be honest I would just say that.	6P
127	B I would. I was just trying to answer the question really,	14
128	but ...	14
129	A Yeah.	14
130	B ... you still wouldn't say it would you? 'Sorry is that	6
131	seat free?' 'Is there anyone in that seat? Do you mind if I	6
132	sit down?' Okay.	6

EN3
F2 Money

Line	Protocol	Code
01	B 'Oh no, you'll never realise what I've done!'	6
02	A (laughter)	6
03	B 'I've left it at home!'	6
04	A I'd never ask some complete stranger to pay for my	20
05	lunch. You don't know them, do you?	20
06	B No it's a fellow student though so is that part of the	1
07	corporacy of being in the student body?	1
08	A I don't care! (laughter) Being a student is even more of	17
09	a reason not to lend them money (laughter) if they're a	17
10	student. If it was someone I knew then I would ask.	17
11	B Yes, it's at college so it's not as though you're amongst	1
12	strangers at a restaurant or something. So you're within a	1
13	certain social institutional setting, aren't you?	1
14	A It still doesn't mean to say that they're ...	1
15	B No. But I mean you're more likely to ask someone you	1
16	know though, aren't you?	1
17	A Yeah I mean if I was stood in a queue and somebody	7
18	behind me said 'I'm really sorry I've left all my money at	7
19	home, could you lend me some money for my lunch?', I'd	7
20	be like 'No, sorry, I've only got enough for my own.'	7
21	B Or if you're so embarrassed you'd just go and take all	7
22	the food back.	7
23	A Yeah or ...	7
24	B I've done that occasionally in a shop. You know you	7
25	think you've got more money than you have xxx go and	7
26	put that back.	7
27	A I would either go and find somebody that I knew or I'd	20
28	starve.	20
29	B To save face?	20
30	A Well just ...	20
31	B go through the embarrassment.	20
32	A Yeah purely because it's embarrassing and I think it's	1
33	incredibly cheeky to ask somebody that you don't know	1
34	for money for lunch. Especially as a student because	1
35	students don't really have enough money for their own	1
36	lunch, let alone yours. I think I would have to abstain. I	20
37	just wouldn't do it.	20
38	B Yeah it's interesting isn't it. I mean I'm not the sort of	20
39	person that goes round doing that sort of thing, but I'd be	20
40	more likely to do it in that situation than say you know in	20
41	a foreign restaurant in another country or something,	20
42	where I really really would probably rather go hungry or	20
43	something rather than you know launching out into ... I	20
44	mean I wouldn't generally do it, I think I would think 'Oh	20
45	well I'll have to go and put my lunch back' or something.	20
46	A If it was somebody that I knew then I would. And even	1
47	if it was somebody that I knew and recognised and had	1
48	seen around quite a lot, but didn't really know then I	1
49	probably would.	1
50	B That's right.	1

51	A But if I didn't know them at all I wouldn't.	1
52	B It makes a difference.	1
53	A Because how would they know that you're going to	12
54	give them the money back.	12
55	B I know. I mean I'm in the Christian Union here at the	9
56	University so that'd make a difference. If I recognised	9
57	somebody within that I would feel I could go to another	9
58	Christian very easily actually and know that I would	9
59	hopefully get a favourable response and I wouldn't feel so	9
60	embarrassed about that. That would be within that group	9
61	of people. But you see that's somebody that you know or	1
62	you know that their sort of value system would match up	1
63	and think 'Yeah well I know I can trust her to give it back'	1
64	and so on. But it's because it's so open, isn't it really?	1
65	A You see it's not necessarily about the fear of not getting	7
66	the money back either, it's just purely that I would be too	7
67	embarrassed to ...	7
68	B Yeah. And then there's this thing 'do unto others as	7
69	you'd have done to you' and you'd think, I think generally	7
70	speaking when it came to it ... unless it was ... I mean it's	7
71	not a life or death thing - you can go without your lunch	7
72	and survive.	7
73	A Yeah. That's the thing, I mean it isn't just the fact that	7
74	you might not get the money back. It really is just the fact	7
75	that I would be far too embarrassed to stand there and say	7
76	to somebody 'I don't know you from Adam ...	7
77	B That's right.	7
78	A ... but can you lend me £2.50 so I can get my lunch?	7
79	If I really did have to do it then I would probably say 'I'm	6
80	really sorry, I've done something really stupid and I	6
81	haven't got any money with me'	6
82	B Yeah.	6
83	A And I'd just make myself look to be stupid and joke	21
84	about it. So, do it like that.	21
85	B And then you'd do something wouldn't you? You'd	6P
86	give them a card or your telephone number or your email	6P
87	or something, a sort of a contract thing.	6P
88	A I would ask them for some way of being able to give	6P
89	them the money back.	6P
90	B Show them your university ID card or you'd do	6P
91	something as some sort of guarantee.	6P
92	A xxx pigeon hole.	6P
93	B Would you rather leave this response free then? Or are	14
94	we going to put sort of a fictitious response down? Or if	14
95	we choose not to speak, give the reasons. You feel it's so	14
96	beyond your probable experience.	14
97	A I'd just feel really embarrassed. I'd feel as though I was	7
98	being very cheeky. If it was a student that I knew, even if	1
99	I just knew a little bit then I would, and I'd say 'Oh I'm	1
100	really stupid, I've gone and left all my money at home.	6
101	Do you mind if I borrow ...'	6
102	B Mm. Because you've got an element of ... well sort of	1
103	trust or whatever there.	1
104	A Yeah.	1

105	B At least you know them and you'll see them at the	1
106	lecture next week, or whatever it is. But it's this thing	1
107	about not knowing the student.	1
108	A What do you want to do then? Do you want to put in a	20
109	reason? Well what would you do, would you do it? If it	20
110	was somebody that you didn't know at all?	20
111	B I'd be really really pushed to do it if it was someone I	20
112	didn't know at all, I really really would.	20
113	A For what reasons?	20
114	B Well similar to what you've said as far as checkiness.	7
115	And yet my response if someone had asked me would be	7
116	different. Because I probably xxx	7
117	A I probably would give the money but I'd probably stand	7
118	there and think 'You're a bit cheeky.'	7
119	B but as I say it's not life and death so ...	20
120	A No. But they're not asking how we would feel if we	20
121	were asked ...	20
122	B No, I know.	20
123	A ... they're asking what we would ...	20
124	B I know. I think we ought to put some sort of answer in	14
125	to say you know we struggled with this one. We found it	14
126	an alien scenario really. So how would we actually ask	14
127	that? 'Oh excuse me, you'll never believe what I've done'	6
128	A Yeah.	6
129	B xxx Yeah probably sort of play the ignorant really.	13
130	A Yeah.	13
131	B I mean not lying about it but just sort of double-	13
132	checking.	13
133	A Yeah.	13
134	B So you're sort of opening the situation for them. You	6P
135	would be double -checking like your bag and everything	6P
136	anyway, wouldn't you? You'd probably say 'Excuse me'	6P
137	... if they were in front of you in the queue you'd have to	6P
138	attract their attention, pat them on the back or something.	6P
139	A Yeah.	6P
140	B And then I'll put a disclaimer or whatever down here.	6
141	'I think I might have left my purse at home' ... groping	6
142	around. - - - 'I'll get it straight back to you'. - - - 'Excuse	6
143	me, I think I might have left my purse at home' - there'd	6
144	be a pause there wouldn't there? xxx 'I'll get it straight	6
145	back to you.' xxx in the lunch queue anyway xxx	6
146	A Yeah.	6
147	B xxx Going to put in brackets here that this scenario was	14
148	... we struggled.	14
149	A xxx	14
150	B Yeah.	14
151	A Unless I was so hungry I was going to collapse. And	14
152	you see even then I'd be a lot more likely to put things	14
153	back and go and find somebody I knew ...	14
154	B Mm, yes.	14
155	A ... than ask a stranger. Even if it was a case of going to	14
156	a lecturer and saying ... I would say the same thing.	14
157	B Yeah that's right.	14
158	A Yeah so 'We struggled with xxx'	14

EN3
F3 Music

Line	Protocol	Code
01	A This is a familiar scenario.	10
02	B It's unusual that you don't know them	1
03	A You'd just say 'I'm in the room ...', wherever ...	6
04	B Yes.	6
05	A... underneath or wherever it is ... 'Would you be able to	6
06	turn the music down please 'cos I can't sleep.'	6
07	B Yeah, direct. 'Hi, I'm in room ...' whatever, 'and was	11
08	trying to sleep.'	6
09	A I'd just say 'Can you turn the music down, cos I can't	6
10	sleep.'	6
11	B Oh shall we put a 'please' in?	21
12	A No they're keeping me awake! (laughter)	21
13	B xxx	21
14	A No I probably would put a 'please' in, it would depend	13
15	how crotchety I felt and how long I'd been awake for	13
16	(laughter)	13
17	B Yeah. So I'll put 'Could you please turn your music	6
18	down because I can't sleep'	6
19	A I mean in real situations where that's happened I've	14
20	actually just put ear plugs in.	14
21	B Mm.	14
22	A Lay there and cursed for a while and then fallen off to	14
23	sleep.	14
24	B (Laughter) Yeah.	14
25	A But that would be what I'd say.	11
26	B It's direct isn't it, I mean it's not ...	11
27	A Yeah.	11
28	B ... beating about the bush or ...	11
29	A Yeah. Trying to sleep, I don't want to beat around the	11
30	bush, I just want to go to bed.	11
31	B That's right.	11
32	A xxx	21
33	B Yeah that's fine.	21